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ABSTRACT

This book presents stories from teachers nationwide who tackled specific discipline challenges. Chapter 1, "Taking the Total Quality Road" (Judi Call, Beth Ziecheck, Janice Wright, and Kenneth Rigsby), discusses the use of Total Quality Management (TQM) in developing classroom management systems, explaining how Florida elementary teachers successfully used TQM. Chapter 2, "Playground Peacemakers" (Donna Johnson and Marcy Eisele), discusses the use of trained peer mediators to settle most playground disputes at one elementary school. Chapter 3, "A Justice System of Their Own" (Frona Yancy), describes a student-operated court which handles all minor behavior disturbances at one Kentucky middle school. Chapter 4, "Heart to Heart" (Susan Adler), describes a support group which allows Tennessee sixth graders to handle problems in positive, appropriate ways. Chapter 5, "Having a Great Day at Chickasha" (Jane Dabney, Sharon Wilson, Rita Cavin, and Vickie Holloway), describes how teaching staff at one Oklahoma middle school developed discipline initiatives that turned the troubled school around. Chapter 6, "Managing Your own Flight Plan" (Sandi Redenbach), describes how California high school students pilot their own course to success through an independent study program that promotes integrated discipline. A list of discipline resources is included. (SM)



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**The positive behavior techniques
in this book are highly successful
because they foster both
self-respect and respect for others.**

2

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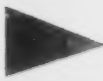
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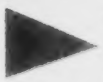
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How To Use This Book



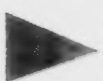
Introduction



Taking the "Total Quality" Road

By Judi Call, Beth Ziecheck, Janice Wright,
and Kenneth Rigsby

Is Total Quality Management (TQM) a viable philosophy on which to develop a classroom management system? Teachers at Rawlings Elementary in Pinellas County, Florida say, "absolutely!" Here's how it works for them.



Playground Peacemakers

By Donna Johnson and Marcy Eisele

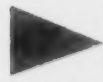
Could your school use a few good peer mediators? Trained student mediators at Orchards Elementary in Lewiston, Idaho, use conflict resolution skills to settle most playground disputes.



A Justice System of Their Own

By Fronda Yancy

A student-operated court handles all minor behavior disturbances at Lassiter Middle School in Louisville, Kentucky. This gives teachers more time to do what they were trained to do—teach!



Heart to Heart

By Susan Adler

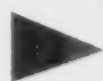
Through a support group called Heart to Heart, sixth graders at Tom Joy Elementary in Nashville, Tennessee, deal with problems in positive, appropriate ways.



Having a Great Day at Chickasha

By Jana Dabney, Sharon Wilson, Rita Cavin,
and Vickie Holloway

Chickasha Intermediate in Chickasha, Oklahoma, was known for its discipline problems and plunging morale. This is the story of how a teaching staff developed discipline initiatives that turned the school around.



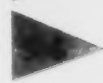
Managing Your Own Flight Plan

By Sandi Redenbach

At the Independent Learning Center in Woodland, California, high school students pilot their own course to success through an independent-study program that promotes integrated discipline.



Resources: Discipline and Safe Schools



Glossary



How To Use This Book

Innovative Discipline is no ordinary book. It is one of NEA's Teacher-to-Teacher Books, in which classroom and resource teachers speak directly to other teachers—like you—about their efforts to improve the quality of teaching and learning.

Printed in the upper right-hand corner of every book in the series is a routing slip that encourages you to pass the book on to colleagues once you've read it—in other words, to spread the word about school change.

Previous topics in the series covered areas such as large-scale school change, student assessment, multi-age grouping, integrated thematic teaching, parent involvement, inclusion, innovative discipline, multiple intelligences, technology for diverse learners, how to get grants and free resources, peer

mentoring, and integrating technology into the curriculum.

Read the Six Stories

Inside this book you will find stories from six or more teachers across the country. Each story illustrates step-by-step how they tackled a specific discipline challenge. They describe what worked and didn't work in the process. Each chapter includes diagrams, checklists, or tables you can use in your efforts to develop, facilitate, or improve similar programs in your district.

Reader Reflections

At the end of each chapter, you can jot down your immediate thoughts and ideas on our Reader Reflections page to follow up on later.

You see, the purpose of Teacher-to-Teacher Books is not

only to spread the word about school change but to encourage other teachers to participate in its exploration.

Discuss Your Thoughts with Others

Once you've routed a book through your school, you can meet with colleagues who contributed to the Reader Reflections sections and expand upon your thoughts.

Go Online

The communication and sharing does not have to stop there. Visit the NEA home page on the World Wide Web, your gateway to resources and information that can help you improve teaching and learning in your school. You can find us at <http://www.nea.org>. From there, the Professional Library Web site is just a click away.

Introduction

In today's schools, student discipline stands foremost as a primary concern for both beginning teachers and seasoned veterans. Troublesome student behavior not only hampers classroom efficiency but can also indicate social maladjustment or emotional instability that may lead to violence. In light of the growing awareness of violent crime on campus, it's logical that concerned educators across the country are seeking innovative ways to minimize student disruption while maximizing students' respect for themselves and others. The six first-hand accounts in this book depict some very promising efforts in this arena.

Total Quality Management

Total Quality Management (TQM) is a concept

most often associated with W. Edwards Deming and the business world. According to Deming, 80 to 90 percent of problems in an organization can be traced to systemic causes (i.e., rules, expectations, and traditions) over which individuals have little control. Therefore, he believes that when problems arise, management should look for causes in the system and work to remove them before casting blame on workers.

Teachers at Rawlings Elementary School in Pinellas County, Florida, decided to put this TQM premise to work in their classrooms. In the first chapter of this book, four Rawlings teachers tell how they use the Plan-Do-Study-Act Cycle of TQM to monitor and improve their management of student behavior.

Peer Mediators

At Orchards Elementary School in Lewiston, Idaho, teachers believe that conflict is a natural occurrence and that, in most cases, students are capable of finding their own peaceful solutions to conflicts that arise.

As a result, teachers introduce conflict resolution skills to all students, at all grade levels. They also select and train certain students (in grades four through six) to be conflict managers (CMs) on the playground. The CM's task is to help other students find positive ways to resolve minor disagreements.

In the second story in this book, Orchards Elementary teachers Donna Johnson and Marcy Eisele discuss their faculty's efforts in conflict resolution and how these efforts

have enriched the entire school community.

Student Court

At Lassiter Middle School in Louisville, Kentucky, seventh-grade social studies teacher Fronda Yancy became very frustrated over the amount of classroom time she spent dealing with petty disturbances. She decided to establish a student-operated court system that would handle these minor problems outside of her instructional time.

In her story, Fronda tells how she designed a peer-operated court (called the Review Board) that basically emulates the American system of justice.

The results? Teacher frustration and discipline problems have dropped dramatically, and student Review Board members

(as well as case defendants) are experiencing important lessons in responsibility and the U.S. legal system.

Support Group

Twice a week at Tom Joy Elementary School in Nashville, Tennessee, sixth-grade teacher Susan Adler conducts a support group meeting with her students to help them deal with preadolescent problems in positive, appropriate ways.

In her story, Susan describes how the meetings ensure emotional safety and confidentiality. At the same time, they help students to develop important problem-solving skills, which, in turn, can help deter many potential discipline problems.

Mixed Bag

In the past, Chickasha

Intermediate in Chickasha, Oklahoma, was a school with a "bad rep." It was known throughout the county as a school with severe discipline problems and plunging morale, until one day the staff got together and developed a package of discipline initiatives that turned this school into a happy, welcoming place to learn.

In their inspiring story, three Chickasha teachers and their principal share some of their most effective strategies. You'll find that these folks borrowed from a variety of discipline camps to come up with a formula that works for them. They discuss a number of techniques—from reward systems to classroom rules to mastery learning to cooperative learning activities to parent shadowing.

Integrated Discipline

At the Independent Learning Center (ILC) in Woodland, California, at-risk high-school students learn the art of self-discipline through a program that promotes individual responsibility, self-esteem, and most important, *integrated discipline*.

Integrated discipline is a process that meshes all school rules and expectations into the daily learning environment. In her story, school coordinator/teacher Sandi Redenbach describes exactly how teachers do this "meshing" at the ILC.

Final Impressions

The six stories in this book barely begin to cover the new work educators are doing in the area of discipline. Collectively, however, they reflect two

predominant themes in discipline innovation.

First, there is not just one "right way" to manage behavior. All of the teachers in this book have developed successful yet very different approaches.

Second, all discipline should be child-centered—it should support the development of self-control and personal commitment to rules and values. Teachers can do this by emphasizing student understanding of the general principles behind rules, by soliciting student input in setting these rules and complying to them, and by using mutual problem solving whenever possible.

—Sabrina Holcomb
Series Editor

Notes:

INNOVATIVE DISCIPLINE

TAKING THE "TOTAL QUALITY" ROAD

When it came to choosing behavior management techniques, these Florida elementary teachers took the Total Quality Management road, and that's made all the difference!

1 Year after year, children come to school expecting to join a system that rewards compliance and provides clear-cut consequences for noncompliance. Faced with this traditional system, most students base their behavior almost entirely on a rigid structure of rewards and punishments.

The traditional system's teachers, accepting full responsibility for the good and bad behavior of their students, often end up acting more like police officers than educators. They spend 12

years teaching children how to follow rules and very little time teaching them how to make positive choices that will enable them to work with others.

The child who has never been taught to search for alternatives, or who has never been shown that there may even be more than one way to handle a problem,

never grows under this system.

At Rawlings Elementary in Pinellas County, Florida, we believe that training our students to be responsible for their learning, and teaching them problem-solving strategies, will help to make them self-disciplined and independent. That, in turn, will in-

crease our opportunities to do the job we were trained to do—teach.

We've developed a number of ways to provide this training, and in the following story, we will discuss them. Most of these ways follow the philosophy of Total Quality Management (TQM). This philosophy, originally developed for use in the business community, has helped us successfully manage student behavior by creating a new culture at our school—one of cooperation, teamwork, and innovation.

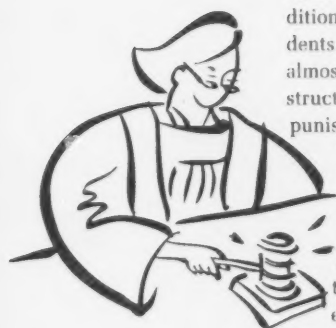
JUDI CALL, Second Grade Teacher

BETH ZIECHECK, Second Grade Teacher

JANICE WRIGHT, Third Grade Teacher

KEN RIGSBY, Fifth Grade Teacher

Rawlings Elementary School
Pinellas Park, Florida



INNOVATIVE DISCIPLINE

What Is Total Quality Management?

First articulated by American statistician W. Edwards Deming, TQM can, among other things, be defined as a process of improving the quality of organizational activities by changing *systems* rather than changing *people*. TQM can also be considered:

- improvement
- a series of small steps toward a better way of working.
- management by leading, not by coercion.

For many educators, TQM has provided a philosophical and practical basis for a new system that can make the continual improvement of schools possible. As teachers be-

rooms—cultures characterized by continuous improvement.

How Do You Implement TQM?

The process described in the following pages is based on our preparation and experiences at Rawlings Elementary. It loosely follows the Plan-Do-Study-Act cycle illustrated on Discipline Reproducible 1.1. This cycle was adapted from its business counterpart—the Shewhart Cycle. The purpose of both TQM cycles is to help implement changes (in this case, mostly behavior changes) smoothly and effectively.

Laying the Groundwork

How does this process begin? On the first day of school, even before making class rules, every classroom drafts a mission statement and class goals.

We believe that knowing what direction we and our students want to go as a class will influence how we proceed in the learning environment. (See accompanying sidebar for sample mission statement.)

We've also come to realize that it isn't enough for students to have a mission and goals. They also need to know what is and is not their job at school. So we ask them to make a list of what constitutes their job as students and what constitutes the teacher's job.

We spend the next few days of school fine-tuning our lists of roles. With each additional job, we discuss which related actions are the job of the teacher and which are the job of the student. This is important background work because we find that most management problems can then

We've realized that it isn't enough for students to have a mission and goals. They also need to know what is and is not their job at school.

- a cycle of planning, doing, studying, and acting on data for improvement of processes
- breakthrough thinking focusing on the possibilities and opportunities for

gin to see themselves as managers of their own portion of the system and begin to internalize quality principles, they will begin to see new cultures develop in their class-

be dealt with later by using one of two simple questions: Are you helping to achieve our mission? Is that your job?

We also include parents in this planning stage. During our school's open house, we share our lists of student and teacher roles. We then take this activity a step farther and develop a list of parent jobs. This helps parents know what their children and their children's teachers expect and need from them.

Once we've completed the job lists for everyone, it's a simple task for teachers and students to derive some rules from these lists. Actually, we think of these as *responsibilities* rather than rules. The way we see it, students need to realize that, although education is a right, it is also a privilege

that requires responsible behavior.

In each classroom, we display the class's mission statement, goals, jobs, and responsibilities on charts. Throughout the year, we refer students to these charts whenever they need a quick review or reminder. We have found that time taken at the beginning of the year to establish these expectations is time well spent.

Incorporating Daily Planning

The structure of our school environment allows students to make choices that will help them reach the goals they have set to become better learners. Through classroom dialogue, we collectively set broad goals and then narrow them down to set more specific individual goals. The process

begins slowly and simply with repeated modeling and coaching. It then progresses to meet the changing needs of the students as they make those needs known.

This idea follows the basic needs articulated by William Glasser as part of his Control Theory. According to Glasser, every human being has basic needs to belong, gain power, have fun, and be free. In the classroom, we ask our children to make choices that help them become responsible for their behavior. Because all of their behavior takes them either closer to or farther from their goals, they need plans. We establish these plans with the help of daily and/or weekly planning sheets. These sheets vary from teacher to teacher. Discipline Reproducibles 1.2 through

Sample Mission/Goals Statement

Our Mission:

We want to be responsible learners who follow our school and classroom rules. We will respect each other and cooperate. We will help each other to learn and improve in order to be quality students.

Our Goals:

1. All students will work together to improve our community.
2. All students will respect each other and the school.
3. All students will be responsible for their learning.
4. We will continuously work to achieve quality work.
5. All students will use our problem-solving plan (Discipline Reproducible 1.1) to solve classroom problems.
6. All students will work cooperatively, sharing responsibilities and coming to consensus.

1.4 provide some samples. Basically, students write down what they are expected to do for the following day or week. At the end of each day, they then write down their accomplishments. As needs change and the children become more familiar with the process, planning

forms change accordingly.

Our school day includes an "Integrated Workshop" during which the children choose from a variety of curriculum materials and activities. During this time period, the children first reflect on the previous day's plans and evaluate results; they then use these reflections to determine what they will do during the current workshop.

*In the classroom, we ask
our children to make choices
that help them become
responsible for their behavior.*

Throughout the day, if there are children who don't behave independently, the teacher will

say, "How is your behavior helping you to get to your goal? Let's take a look at your plan." This question is posed to all children as a model of what they should ask themselves. The resulting dialogue helps them identify needs and guides them toward productive ways of fulfilling those needs.

We also use evaluation sheets (see Reproducible 1.5 for a sample) to help all students reflect on their plans.

Using Consensus to Deal with Behavior Problems

Many teachers at Rawlings use the class meeting as a way of enabling students to become more responsible for solving their own behavior problems. (It is a particularly effective tool for dealing with petty arguments and tattling

among students.)

The procedure is simple. Students place their name on an agenda whenever they have a problem (with their behavior or with someone else's). Weekly class meetings begin with each student complimenting someone. Then, as names are called from the agenda, students present their behavior problem, providing additional information if the situation is unclear. Students discuss the problem and arrive at consequences (action plans), and take a vote.

When we first instituted this process, the majority vote ruled. Today, however, we try to reach consensus on all decisions. Why? Because although "majority rule" allows students to participate, it still makes some students feel like winners and

some like losers. "Problem children," who have never been taught to seek or consider alternative solutions, never grow under this system. Once again, they leave punished or reprimanded, but with no clue as to how to modify their behavior.

When consensus replaces majority rule, however, and action plans replace punishments as consequences, students are given a way to grow. The meeting becomes a time for suggesting alternative solutions and exploring justice. All students know that they must agree or, at the very least, signal that "they can live with the consequence." The power of a majority-rule meeting is dissipated; instead, students spend time considering the feelings of the whole class.



Consequences fall into three major categories: a direct (private) apology, a written apology, and a problem solver. Unlike the other two consequences, problem solvers require parental involvement: an important distinction in the minds of students. Problem solvers (see Discipline Reproducible 1.6 for a model form) are taken home and action plans developed from them by the student and a parent. Students reserve this form for repeat offenses or for situations in which someone refuses to apologize to a classmate. Problem solvers keep the parent informed and involved, but do not carry the stigma of a "bad" note. Parents' response has been excellent; they appreciate a system designed to help their children find better cop-

ing behaviors.

Class meetings have handled behavior so successfully that our standard response to minor problems has become "Put it on the agenda." Major altercations will always require a teacher's immediate attention; class meetings will not alter that responsibility. However, many of the annoying interruptions during the course of the day have ceased, the children's ability to solve their own problems has increased, and our class uses the compliment session as a time to reflect and celebrate our growth together.

Facilitating Cooperative Learning and Group Decision Making

We also use the consensus process to implement instruction. In some of our classrooms, children must

articulate a plan of work before they begin any group activity. Materials are placed before them

and the task is explained. The members of each group must then agree on how they will distribute

Advice for TQM Novices

If you are just starting school-based change efforts and would like to "borrow" from the Total Quality Management philosophy, the following guidelines might help you.

- 1. Give yourself time.**
Change doesn't happen quickly.
- 2. Start small.**
Don't try everything at once. Choose one method/activity to try first.
- 3. Find support.**
Find someone else who is willing to try new things. Share your successes and failures.
- 4. Communicate with your students' parents.**
Include them in your planning and training.
- 5. Read, read, read.**
There are many wonderful books to help you along your path to change. (See the Selected Resources at the back of this book.)
- 6. Reflect on your definition of discipline.**
Put your thoughts in writing. From time to time, review and reassess those thoughts.
- 7. Ask yourself, "Who's doing the work here?"**
Your students need to self-assess, plan, and assume responsibility.
- 8. Make sure the change you are considering meets your needs.**
It shouldn't just be something that works for someone else and looks good.
- 9. Include your students from the start.**
It's the best way to promote group ownership in the change.
- 10. Keep a journal of the process.**
It will help you to step back and take a good look at your successes.

the materials, divide the work, and clean up. When the teacher confirms that they truly have reached consensus, they begin.

Although this process may sound simple, conflict can result when confusion develops between two questions: Is it going to be done my way? and Can I live with any other process? Strong-willed (often very bright) students who usually suc-

solutions that take everyone's views into consideration. In the beginning, the teacher suggests a way of proceeding after students have identified the barriers that prevent the group from reaching consensus. However, students cannot rely on a teacher to solve their problems on a routine basis. Ultimately, all groups find consensus a workable process—they tire of being the last to be-

group activity we debrief. We tell what went well and where we ran into problems. Often, this is the time when students learn alternative ways of solving their problems; they also realize that there are many acceptable ways to accomplish their tasks.

You might ask yourself if this process is worth the time. Certainly teachers can give specific directions in less time and get on with the task at hand. But remember that we are teaching a skill that will serve our students all their lives. They are learning to consider the views of all members of the group, realizing that each person has a responsibility to do his or her part, continually analyzing the process with an eye toward improvement, and experiencing the satisfaction of accomplishment

through group effort.

Promoting Self-Assessment

In a TQM context, students are not only expected to be responsible for their behavior but also for assessing their learning. They do this by maintaining portfolios and discussing them in student-led conferences every grading period.

In preparing for a conference, students review their portfolios to summarize what they have learned during the grading period. They record this information on a guide sheet (see Discipline Reproducible 1.7 for a sample) that we provide them. Students also use the sheet to help them evaluate their learning goals and gauge the progress they've made toward meeting them.

*When consensus replaces majority rule,
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ceed at telling the group what to do suddenly find that this power is gone and that they must find

gin and see the practical value in learning to work together.

At the end of each

During the actual conference, the dialogue is between the parent and the child—not between the teacher and the parent. The students share the portfolio and any other work and information of importance as well as what they have written on their guide sheets about personal goals and accomplishments. The student must answer any questions a parent asks. Interestingly enough, most students speak with confidence during the conference because they are able to talk about what they want their parents to know.

Following the conference, the parents are asked to tell their child what they learned from the conference. Most parents like this approach because it enables their child to share school activities with them. For

some parents, it gives them some one-to-one time that they don't usually have with their child. Parents also like allowing the child to establish and assess his or her own goals. They realize that children are very aware of their own strengths and weaknesses, and of what they need to do to improve.

Closing Thoughts

The earlier we empower our students to be respon-

sible for their actions and education, the sooner we will see them making the wise choices that will securely qualify them as the leaders of the future. Like growing numbers of teachers and school systems, we feel that realigning systems, rather than trying to reshape students to fit systems, will help our children make that future a satisfying one. ♦

School Overview

Pinellas County School District is committed to using continuous quality improvement to challenge students to be successful members of America's diverse society. Opened in 1992, Marjorie Kinnan Rawlings Elementary is part of the district's initiative to develop "Total Quality Schools."

Most of Pinellas County's 851,000 residents live in the Tampa-St. Petersburg-Clearwater metropolitan area, one of the fastest-growing metro areas in the United States. With a student population of about 97,000 who are taught in 116 schools, the Pinellas County School District is one of the largest districts in the country.

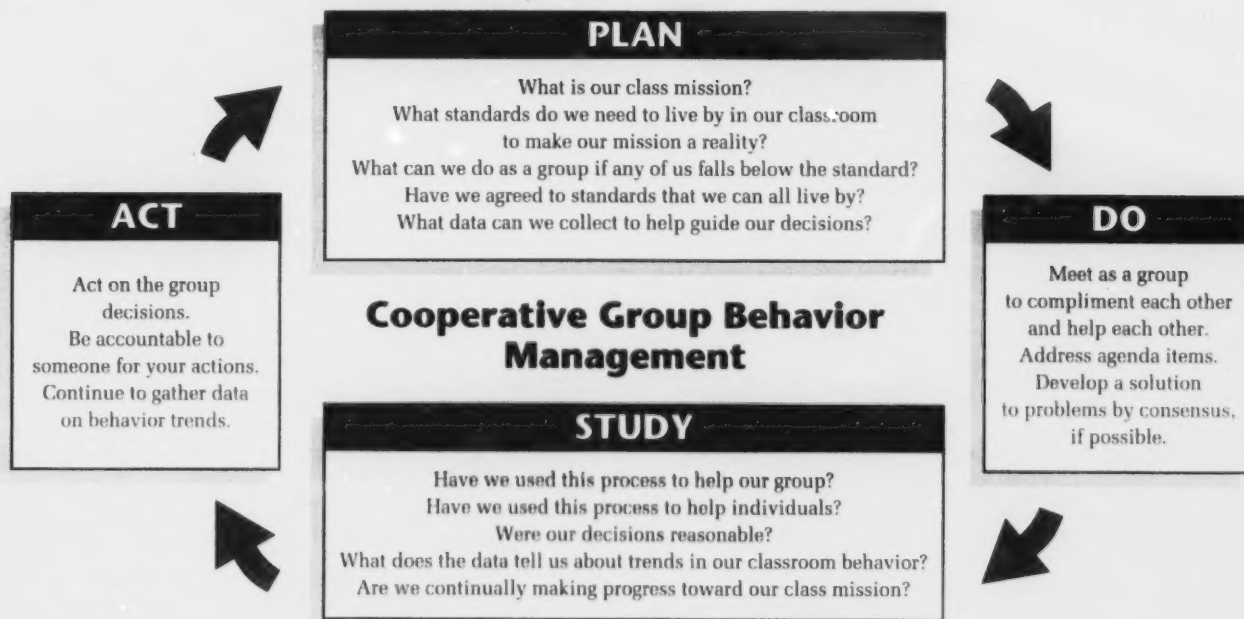
Located in Pinellas Park, a municipality of about 43,000 people, Rawlings Elementary has

about 850 students in pre-kindergarten through fifth grade. Rawlings is a zoned school where about 59 percent of the students receive free or reduced-price lunches. Professional development periods for the staff are built into the school week: teachers participate in a three-hour weekly seminar that allows them the time to learn and study new teaching methods. The focus is on integrating the curriculum through process writing. Recent advances include the provision of instruction to students with special needs in the regular classroom.

During the 1992-93 school year, Rawlings was recognized by the U.S. Department of Education as a "Break the Mold School," and received the Sterling Award for Quality from Florida's governor.

The PDSA (Plan-Do-Study-Act) Form

You can use the following action plan to promote appropriate behavior and solve behavior problems.



Adapted from W. A. Shewhart, *Statistical Method from the Viewpoint of Quality Control* (Washington, D.C.: U.S. Department of Agriculture, 1939, 45.)

Plan Sheet (Sample #1)

Name: _____ Date: _____

What I will do today: _____

Why: _____

What I did today: _____

Why: _____

Self-Evaluation: _____

Plan Sheet (Sample #2)

Name: _____ Date: _____

Plan for the Week

	Plan	Results
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Plan Sheet (Sample #3)

Name: _____

Date: _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
Math					
Information					
Reading					
Writing					
Spelling					
Art					
Computer					
Library					

Things I liked:

Things I did not like:

Evaluation Form: How Am I Doing?

Name: _____ Date: _____

Directions: Use this form to evaluate your weekly plans. Get comments from a friend, teacher, and parent.

Student: _____

Friend: _____

Parent: _____

Teacher: _____

Problem Solver Form

Name: _____ Date: _____

1. What happened? _____

2. What did I do? _____

3. How do I feel about it now? _____

Items 4, 5, and 6 to be completed by student and parent.

4. What could I have done differently? _____

5. What will I do the next time? _____

6. Do I owe someone an apology? _____ What should I say? _____

Student's Signature

Parent's Signature

Student-Led Conference: A Guide Sheet

Name: _____ Date: _____

My goal for this last grading period was: _____

My plan for achieving this goal was: _____

I did/did not meet my goal because: _____

Some things I learned during this grading period are: _____

Some things I still need to work on are: _____

My new goal for the next grading period is: _____

My plan for achieving this goal is: _____

Reactions

Insights: _____

Actions for Our School (District) to Consider: _____

PLAYGROUND PEACEMAKERS

This Idaho elementary school uses student mediators to settle most playground disputes.

2

"Sara pushed me!" Steve whines.

"Do you want to solve this with the duty teacher or with the conflict managers?" a teacher asks.

"The conflict managers. Because otherwise, I get a playground violation!" Sara says.

The duty teacher signals to the conflict managers (CMs), who soon arrive at the scene of the dispute.

One of the CMs asks, "Do you both agree with the four rules of resolving conflict? They are: 1) agree to solve the problem, 2) be as honest

as you can, 3) no put-downs, and 4) no interrupting. Do you agree?"

"Yes, I guess so." Sara says.

"Do you also agree?" the CM asks Steve.

Steve nods.

Steve seems angrier than Sara, so the CMs ask him to speak first. "Please tell us what happened, Steve," one CM asks.

"Well, I was just

standing in line, waiting for the bell to ring, and Sara pushed me for no reason at all. I bumped into Brian and scraped my arm on the brick wall! And now even Brian's mad at me!"

"So, what you're saying is that Sara pushed you while you were in line, and you bumped someone else and hurt your arm. Is that correct?"

Steve says yes.

The CM then turns to Sara. "Now, Sara, it's your turn. Tell us what happened in your words."

"I didn't push him, and I don't know how he hurt his arm. He's a creep!" she shouts.

The CM steps in, saying, "You agreed not to use put-downs."

"Well," continues Sara, "I didn't do anything, anyway!"

Steve begins to break in; the CM quickly reminds him that he had agreed not to interrupt.

The CM restates what Sara had said, and Sara



DONNA JOHNSON and MARCY EISELE

Fifth Grade Teachers
Orchards Elementary School
Lewiston, Idaho

INNOVATIVE DISCIPLINE 23

nods in agreement.

"Steve, how does this make you feel?" the CM asks.

"I feel mad, and my arm hurts!" he says.

"Sara, how do you feel about what has happened?"

"I feel OK, because I didn't do anything!" she replies.

The CM asks Sara how she may have become involved in the pushing in-

ing game. I guess maybe he got pushed by accident."

The CM asks both parties, "What do you think you can do to make it better and to keep it from happening again?"

"Well," Steve begins, "Sara could leave this school and never come back!"

The CM asks Sara if she could agree to that. Of course, the answer is "NO!"

The CM asks Steve if he has any other ideas, and Steve suggests that maybe Sara could stay away from him whenever they are in line.

Sara responds, "Sure, but I still didn't mean to hurt him!"

The CMs say, "Congratulations, you have just solved your problem," and they shake hands with both parties.

You have just relived

an actual playground conflict that students at Orchards Elementary in Lewiston, Idaho, successfully resolved themselves. As a matter of fact, students at Orchards Elementary use conflict resolution skills to handle most playground disputes themselves.

Our school staff believes that conflict is an ordinary occurrence and that students are capable of finding peaceful solutions to their problems. As a result, we teach conflict resolution skills to all students, at all grade levels (K-6). We also select and train certain students to be conflict managers (CMs) on the playground. Their task is to help other students find positive ways to resolve minor disagreements during recess. (Please note: CMs *do not* mediate physical fights

between students!)

How It All Started

Orchards Elementary is one of seven elementary schools in Lewiston, Idaho. The school has an enrollment of 322 and is part of Lewiston Independent School District #1.

Conflict resolution came to Orchards Elementary in the late 1980s. During this time, our school joined 25 schools across the United States to become part of the National Education Association's Mastery in Learning Project. Through this project, we were to design a teacher-driven school improvement process. As we worked through the project, we discovered that we on the Orchards Elementary staff lacked some of the skills needed to resolve conflicts within our own professional peer groups.

Conflict resolution shows students that they can communicate feelings by using active listening and clear speaking techniques.

cident. She finally says, "Well, maybe Steve was in the way when my friend and I were playing a shov-

When a professor from the University of Idaho approached us to serve as a research study for his thesis on conflict resolution in schools, we quickly recognized the opportunity this offer presented to us—as well as to our students. The professor shared information from another conflict resolution project and invited us to pilot a similar program that would train both teachers and students.

Our teacher-training sessions with the professor included lessons in listening skills, how to read body language, paraphrasing, and other communication techniques.

Early Buy-In

To help convince our colleagues to “buy into” conflict resolution, we made sure to introduce the concept to everyone on the

school staff and to discuss the program with them. In introducing the program, we used manuals from the School Initiatives Program of the Community Board Center for Policy and Training. (See Reproducible 2.4 for address and phone number.)

Our principal supported the idea and was directly involved every step of the way. He helped us get the funds we needed to purchase training materials for teachers and T-shirts for student CMs. He also found money to pay release time for and stipends to the teachers who would complete intensive training in conflict resolution and then train other teachers and all of the CMs.

Initial Student Training

When we first introduced the student component,

teachers selected students in the fourth through sixth grades to serve as CMs on the playground during morning, lunch, and afternoon recesses. These were students who had shown that they were responsible, dependable, and trustworthy. We’ve since found that competent CMs can come in all behavioral styles, from the goody-two-shoes type to the playground bully who knows every trick in the book! Today, the requirements are more open: A prospective CM must have the desire to be a CM and must successfully complete a rigorous training program.

Peer mediators learn many skills before they are put on the job. First, they learn how to listen carefully, restate and clarify what they hear, and ask neutral yet pertinent

Five Thousand Schools Strong

According to Annette Townley, executive director of the National Association for Mediation in Education (NAME), more than 5,000 schools in the United States offer conflict resolution programs.

questions. They then learn how to shift through differing perceptions to the underlying cause of a conflict, how to defuse anger, and how to develop empathy between the disputants. Finally, they learn to maintain confidentiality (unless they hear allegations of abuse or threats of violence—then they must report this information to a teacher). This initial training can take approximately 15 to 20 hours.

Our first half-day training session included 50 to 60 students and three teachers. We soon discovered, though, that it’s far more effective to train only 20 to 25 students (along with two or three teachers) at a time.

Today's Training Methods

At first, we did CM training once a year. We now train about 20 fourth graders in the fall as well as a handful of fifth graders. Then we retrain all the conflict managers sometime early in the second semester to hone their skills and renew their motivation.

Each year, we also try to teach a few basic lessons in conflict resolution to

standing other persons' points of view, and paraphrasing.

When the fourth graders receive their fall semester training (with veteran fifth graders as partners), this marks the beginning of a one-year "apprenticeship."

We have discovered that our fifth graders are the linchpins of our conflict manager program because they have had one year of experience, are not as intimidated by the "big sixth graders," and usually are highly motivated. We elevate the top quality CMs to "captain" status when they reach sixth grade (each month we designate two different sixth graders to be the captains).

This process of advancement gives every CM something to look forward to next year.

Standard Procedures

We begin each week with a meeting in the fifth grade classroom of the teacher advisor (Donna Johnson). At these meetings, students sign up with the partner they wish to work with and indicate whether some days are better for them to work than others. Each CM works approximately two days a month. Using this information, the advisor makes up a monthly schedule and gives each CM a copy.

In addition, at our weekly meetings we discuss problems we encounter on the playground. For instance, some teachers solve problems themselves without offering students the CM option, and some teachers forget to give the CMs their daily reward—Panther Paws, our

school's good-behavior tokens.

We also role-play the correct way to be a conflict manager under various difficult situations, such as when a kindergarten student cries, "Me want the DUTY!" (the teacher on duty), or when students simply fail to reach successful resolution of a problem. Finally, we discuss the importance of the job of being a CM, which gives everyone the opportunity to tell his or her most recent playground "story" to peers who can empathize, advise, applaud, and/or encourage.

Each day commences with the two sixth grade captains coming into the advisor's classroom and checking to see who is on duty. Before school begins, the captains make sure to leave reminders on the desks of the students

Some students have even told us that they use conflict resolution techniques at home!

every student in each grade level. These lessons cover communication topics such as listening, under-

who will be the CMs that day. Promptly at 9 a.m., the captains announce the names of the day's conflict managers over the intercom. At each recess, the CMs don fluorescent lime-green vests trimmed in black with CONFLICT MANAGER printed on the back, and pick up their clipboards with a form to be filled out for each conflict. At the end of the day, they receive, in addition to their Panther Paws, a conflict manager paw.

The reward system for the CMs has developed on the basis of trial and error. It was evident from the beginning that being a conflict manager was different from working in the kitchen during lunch hours or being on the safety patrol. The big difference was that being a CM would take up all of a student's recess time for an

entire day.

Faced with that requirement, we decided that we would begin by making the job a prestigious one. That is why we announce the CMs of the day over the intercom, post pictures of "CMs of the Month" on the school bulletin board, provide treats at the weekly CM meetings, allow CMs to design their own uniforms, and conduct a pizza and pop party for them at the end of the school year.

Conclusion

Our school staff believes that conflict is an ordinary occurrence and that students are capable of finding peaceful solutions to their problems. As students learn to solve their own problems, they learn to become responsible people.

We don't even begin to

pretend that all our problems have disappeared at Orchards Elementary. However, the number of conflicts on the playground has fallen. The number of "green slips" given for playground misconduct has also dramatically decreased. The playground duty staff report that every day they see children resolving their own disagreements, leaving the staff free to handle problems of a more serious nature such as physical fights and accidents.

Observations by teachers and comments by the principal also support the impression that our students' ability to solve their own problems has improved. Some students have even told us that they use conflict resolution techniques at home!

Although our conflict resolution program has its

Spreading the Word

People living in Independent School District #1, the Lewiston area, and even beyond, have learned about the conflict resolution program at Orchards Elementary through a number of ways. We have

- sent brochures home to parents;
- made presentations at PTA events, teachers' conferences, and statewide university and business conferences;
- made presentations on our program to other school faculties in our district and have invited them to observe us when we do training;
- received exposure from the print and electronic media at the local, state, and national levels.

imperfections, we firmly believe that without the program we would still be solving conflicts between students the old-fashioned way: The teacher or the principal would mete out the consequences, logical or not, and the kids would not know how to "talk out" their problems.

Instead, we *all* have been enriched by our peer mediation program—the staff, the parents, the community, and most of all, our kids. ♦

The Four Rules of Conflict Resolution

- ① Agree to solve the problem.
- ② Be as honest as you can.
- ③ Do not use put-downs.
- ④ Do not interrupt.



Conflict Manager Report Form

Conflict Managers _____ Date _____

Who had the conflict? _____

What type of conflict was it? ☐ Argument ☐ Fight ☐ Rumor ☐ Other _____

How did you find out about it? ☐ Student ☐ Administrator ☐ Teacher ☐ Aide ☐ Counselor ☐ Yourself

What was the conflict about? _____

Was the conflict resolved? ☐ Yes ☐ No

Resolution:

(Student's name) agrees to : _____ agrees to:
(Student's name)

Ways to Encourage Student Involvement In a Conflict Manager Program

Every time a student serves as a conflict manager, that student gives up all recess time for that particular day. To help motivate students with CM potential to get involved, and stay involved, despite this great sacrifice, you may want to institute some of these actions in your school. These motivators add prestige to the CM job.

- Announce the CMs for the day on the school intercom.
- Announce the names of new CMs at a schoolwide assembly.
- Post photos of "CMs of the Month" on the school bulletin board.
- Provide treats at CM meetings.
- Give the CMs a say in how their uniforms are designed.
- Give a party for the CMs at the end of the school year.



Organizations that Can Assist Your School With Conflict Resolution

Children's Creative Response to Conflict Program, Fellowship of Reconciliation, Box 271, Nyack, NY 10960, (914) 358-4601.

Community Board Program, 1540 Market St., Ste. 490, San Francisco, CA 94102, voice (415) 552-1250, fax (415) 626-0595.

Educators for Social Responsibility, School Conflict Resolution Programs, 23 Garden St., Cambridge, MA 02138, (617) 492-1764.

National Association for Mediation in Education, 205 Hampshire House, Box 33635, Amherst, MA 01003-3635, (415) 545-2462.

Network on Conflict Resolution, Association for Supervision and Curriculum Development, Attn. Mary Ellen Schaffer, Assistant Principal, Elsie Johnson School, 1380 Nautilus Lane, Hanover Park, IL 60103, voice (708) 830-8770, fax (708) 893-5452.

Northwest Mediation Service, 405 11-4th Ave., Bellevue, WA 98004, (208) 455-3989.

School Initiatives Program of the Community Board Center for Policy and Training, 149 Ninth St., San Francisco, CA 94103, (415) 552-1250.



Reader Reflections

Insights: _____

Actions for Our School (District) to Consider: _____



*Our school staff believes that conflict is an ordinary occurrence
and that students are capable of finding
peaceful solutions to their problems.*



A JUSTICE SYSTEM OF THEIR OWN

Members of a student-run court handle minor discipline disturbances at this Kentucky middle school.

3

I teach seventh grade social studies at Lassiter Middle School in Louisville, Kentucky. Lassiter serves approximately 874 students in grades six through eight. It is part of the Jefferson County Public School System, which is the seventeenth largest school district in the United States.

Our learning team, Pacesetters: The Next Generation, is composed of five teachers, Patricia Noe (math teacher and team leader), Sarah Rudolph and June Lee (reading and writing teachers), Juli Koch (sci-

ence teacher), and me. We have approximately 150 seventh grade students on our team. They are grouped heterogeneously into five classes.

Out of Frustration Comes Inspiration

I had always considered Lassiter a great place to work, but a few years ago, I became more and more frustrated over the amount of instructional time I lost

dealing with petty classroom disturbances. Because I was very interested in law, I decided to establish a student court that would handle these minor problems. I used both trial and error and student suggestions to set up this peer-group judicial system, which basically emulates the American system of justice. I called it the Review Board, and it has been effective to this day.

FRONDA YANCY

Seventh Grade Social Studies Teacher

Lassiter Middle School
Louisville, Kentucky

Review Board Training

To pique interest in this peer-driven justice system, I teach a beginning law class that covers legal terms, arrest and courtroom procedures, and students' basic constitutional rights. Although the class is helpful to students who become members of the Review Board, attendance is not a prerequisite. Any student who meets the following criteria can apply to serve on the Review Board:

- submission of a letter explaining the student's



reasons for wanting to be a member

- a good attendance record
- passing grades.

The size of the Review Board's meeting room dictates that no more than 40 students can serve on the board, so from a large pool of applicants, I select eight students from each homeroom to be board members. During this selection process, I make an effort to strike an appropriate racial and gender balance.

*Not all students selected
for the Review Board
have A averages and
perfect conduct.*

I should point out that not all students selected for the Review Board have

A averages and perfect conduct. Quite the contrary, some members are known to have occasional problems with grades and behavior. Being a Review Board member has improved the conduct of such board members because they know if they are referred to the Review Board for misconduct, they face a double penalty.

As sponsor of the student court, I give students the initial training for their service on the Review Board. After this orientation, students train other students throughout the school year to do different jobs in our student justice system.

If a student wants to leave the Review Board or is voted off by the rest of the board, I select someone to take his or her place. Reasons for being voted off the board in-

clude poor grades, chronic discipline problems, and violations of the Review Board Creed—in particular its confidentiality requirements. (See the accompanying sidebar for the text of the Review Board Creed.) Dismissed board members who show improvement in problem areas may be voted back onto the board.

How the Review Board Works

The Review Board meets every school day during a 40-minute counseling period that has been built into the daily schedule at Lassiter. Students are referred to the board by teachers for minor infractions of the school rules (e.g., being at one's locker at the wrong time, being unprepared for class, showing disrespect, being

tardy). The student appears before the Review Board, having signed a referral to the board from his or her teacher and having agreed to abide by the board's verdict. I attend all proceedings in my capacity as sponsor to ensure that all students' rights are respected—those of board members as well as those of the accused. Any student found guilty of an infraction is assigned a probation officer who oversees the student's "rehabilitation."

The Review Board is staffed by students who serve in the following capacities:

- The *chairperson* calls the meeting to order and presides over the proceedings.
- The *bailiff* reads referrals to the board, sees that the proceedings don't run overtime, and leads the board members in reciting

the Review Board Creed at the beginning of each meeting.

- A staff of four *secretaries* is responsible for keeping accurate records of all students who appear before the board; for taking minutes of each meeting; for reading the previous day's minutes to the board; for drawing up passes that, along with the sponsor's signature, enable a student who has appeared before the board to return to class; for calling roll; and for keeping track of the attendance of board members.

- An *usher* escorts defendants in and out of the hearing room and makes sure that unauthorized persons do not enter the room while a hearing is in progress.

- A *keeper* is responsible for staying with and supervising defendants who

are waiting outside to appear before the board.

- Two or three *runners* make sure all students who have been referred to the board are at their hearing at the appropriate time. The runners bring the students from class, one at a time, to appear before the board. The defendant stays outside with the keeper until his or her case is called.

- *Probation officers* are responsible for ensuring that students found guilty of an offense are completing their punishments; the probation officer reports to the board daily on students' progress.

- *Board members* represent all homerooms on the team. With the exception of the keeper, whose duties keep him or her outside the hearing room, all 40 board members, even if serving that day

in another capacity such as secretary or usher, hear the case and vote on the verdict.

Members of the Review Board rotate to a different job every week.

The Review Board's motto is "Commit the crime; pay the time." More often than not, students assign a punishment that relates to the crime. For example, a student found guilty of failing to bring a required book to class might be sentenced to carry all of his or her books around each day for a week, with no locker breaks. A probation officer is assigned to make sure the student is indeed doing this. All sentences are voted on by the board; similar offenses tend to draw similar sentences. Disciplinary action for serious offenses remain the responsibility

The Review Board Creed

I, as a member of this Review Board promise:

- to uphold the high ideals of this board,
- to perform the special duties given to me with dedication and to the best of my ability,
- to question and judge each case without bias or prejudice,
- to never reveal any information or discuss any case outside the board unless given permission by this board,
- to have respect for my fellow Review Board members and for myself as a member of this board.

ity of the school administration.

Students are not always found guilty. In one instance, a student was charged with being late to class. His teacher gave him a punishment, but later referred him to the Review Board as well. The board dismissed the charges on the grounds that he had already been punished. In another instance, the Review Board found a student innocent whom the referring

teacher considered guilty. Having been present when the case was tried, I spoke to the teacher on behalf of the Review Board, explaining that information had come to light to clear the student of the charge. The teacher subsequently accepted the board's decision.

The administration at Lassiter Middle School constantly encourages teachers to try new things even if success is not al-

pal, counselor, and teachers. In fact, our principal, Fred Harbison, believes that by letting the Review Board take care of minor disciplinary problems within the Pacesetters: The Next Generation team, he can devote more time to teacher needs, classroom visits, and curriculum. He sees the Review Board as a means of empowering students while addressing discipline problems in an innovative way.

Teachers on my team have commented on the changes in students' behavior since the conception of the Review Board, and teachers on other teams at Lassiter have incorporated Review Boards into their own discipline strategies.

Parents also seem favorably disposed toward the Review Board.

How the Review Board Has Evolved

Each year, the Review Board goes through changes. One year, we added the creed; another year, we changed the length of time each student stays in a specific job. We've added "down times" on Fridays when we do other law-related activities. These include field trips to state courts, presentations by guest speakers such as judges and police officers, mock trials, and discussions of certain crimes being committed by young people in the Louisville area.

One of the most important things I've learned in dealing with the students on the Review Board is that, to be effective, students must have a feeling of ownership and pride in being an active member.

I've tried to encourage this in the following ways:

- by having students elect to serve, rather than be appointed to the Review Board
- by supplying Review Board T-shirts
- by arranging for a group picture in the school yearbook
- by encouraging members of the board to eat lunch together and opt to leave lunch five minutes early in order to prepare for the day's cases
- by sharing with board members all forms of positive recognition of their activities
- by telling board members on every possible occasion how proud I am of their dedication and accomplishments.

Per the Review Board Creed, students must keep board business confidential unless given permis-

*The Review Board's motto is
"Commit the crime;
pay the time."*

ways assured. In keeping with this policy, I have always received support from the school's princi-

sion by fellow board members to do otherwise. This policy gives members the freedom to speak frankly and uncover the information they need to reach a fair verdict.

Like any justice system, our student court occasionally makes mistakes. (As noted earlier, the sponsor is always present at proceedings to ensure that no injustice is done and that proper procedures are followed.) If the board members or the sponsor feel dissatisfied with the board's performance in a certain instance, we talk. Usually, we can iron out our differences of opinion via discussion and compromise.

In instances when the members of the Review Board feel that the student justice process has been unable to make a positive impact on a defendant,

that student is referred back to the team teachers.

How We Know It's Working

Although I have never conducted a written survey to see if our Review Board is making a difference in student conduct, I can tell by comparing the abundance of cases we get at the beginning of the school year to the scarcity of cases that occur by the latter part of the year that the board does have a positive effect. By spring, I find myself *almost* wishing we had more cases.

I think another indicator of our success is the fact that there's always a long list of students waiting to become members of the Review Board. When asked why he wanted to be on the board, one student said he thought that the student court would be fun

and would be a different way to learn. Another commented that the student court seemed exciting and would be like nothing she had ever done before. Another student, although eager to serve, said that one thing she didn't like about the Review Board is that sometimes you have to try your friends, and you can't go easy on them because the creed requires

you to judge each case without bias or prejudice.

One board member perhaps best summarized the appeal—and the value—of service on the Review Board when she said that she really enjoyed doing her board job because having to be there and do a job right gave her a feeling of responsibility. ♦

Lassiter Middle School Review Board Procedures

1. Roll call
2. Review Board called to order
3. Reading of the Review Board Creed
4. Reading of the minutes of the previous meeting
5. Presentation of the case
6. Questioning by the Review Board (After the questioning, the defendant leaves the room.)
7. Discussion by the Review Board
8. Vote on the verdict
9. Discussion of punishment, if the defendant is found guilty. A probation officer is assigned at this time.
10. Motion to report to the defendant
11. The defendant returns and receives the board's decision. The defendant is asked if he or she understands the verdict and the punishment. Once the defendant says yes, he or she signs a summary of the proceedings. Copies go to the referring teacher and the probation officer. The probation officer signs this paper when the punishment is completed.
12. Probation officer report
13. Old and new business
14. Adjournment

Guidelines for an Effective Review Board

1. See that members of the Review Board meet every day. This is not only good for the board as an organization, but also honors students' right to a "speedy trial."
2. Establish guidelines for admission to the Review Board that average students can attain.
3. Always let students volunteer to be on the Review Board, rather than appoint them. Once they are members, allow them to volunteer for jobs.
4. From time to time, plan a "down day" for the Review Board in which students do not try cases but use the time for activities that establish board rapport and a sense of ownership in the student court.
5. As a sponsor, be prepared at the onset to have to sell the idea to your fellow teachers and the administration.
6. Be prepared to work hard. Sponsoring a successful Review Board takes extra hours and extra patience.



Staffing a Review Board

Ask students on the Review Board to volunteer for the following staff positions:

Chairperson

- calls meetings to order
- presides over proceedings.

Balliff

- reads referrals to the board
- sees that the proceedings don't run overtime
- leads board members in reciting the Review Board creed (if applicable).

Secretaries

- keep records of all students appearing before the board
- take minutes of each meeting
- read the previous day's minutes to the board
- draw up passes that, along with the sponsor's signature, enable a defendant to return to class
- call roll
- keep track of the attendance of board members.

Keeper

- stays with and supervises defendants when they wait to appear before the board.



Staffing a Review Board (Continued)

Usher

- escorts defendants in and out of the hearing room
- makes sure no unauthorized person enters while a hearing is in progress.

Runners

- make sure all students who have been referred to the board are at their hearing at the appropriate time
- bring the defendants from class one at a time to appear before the board.

Board Members

- represent all homerooms on the team
- hear cases
- vote on verdicts and punishments.

Probation Officers

- ensure that students found guilty of an offense are completing their punishments
- report to the board daily on students' progress toward completion of punishments.



Reader Reflections

Insights: _____

Actions for Our School (District) to Consider: _____

HEART TO HEART

Through a biweekly support group called Heart to Heart, sixth graders in this Nashville school learn to handle the type of personal problems that can otherwise lead to discipline problems.

4

Teaching by choice in the inner city for the past 15 years has been a daily test of my flexibility to adapt to each discipline situation and to each student's problems individually. I have spent many "mind-boggling" hours, thinking; rethinking; working; and reworking new plans, approaches, motivations, and rewards that would encourage good behavior.

Today, as a teacher in Metropolitan Nashville Public Schools, I use several forms of positive motivation at the same time to

deter discipline problems within my classroom. I believe there is no such thing as *one* way to work successfully with students, regardless of grade level. Every teacher needs an open mind and a surplus of ideas and ingenuity because every class is different, every student is different, and every discipline problem is different. In this chapter, however, I will discuss one strategy

that I have found particularly helpful—that of establishing a support group for students.

Establishing a Support Group

Why a support group? I believe that both adults and children misbehave and draw negative attention to themselves to meet needs that are often ill-attended. Many children are confronted daily with

fears, anger, depression, repression, and countless other negative feelings, without validation from the adults in their lives. These children, also, do not know how to deal with these feelings. I have always felt that there are very few truly "bad" children. The "problem children" are usually good children unable to handle their troubles, unwilling or unable to seek adult help, and very protective of the "slugs" in their lives. They disrupt classes, talk rudely to adults, and refuse to complete assignments, but all of these

SUSAN C. ADLER

Sixth Grade Teacher

Tom Joy Elementary School

Nashville, Tennessee



forms of "acting out" are in reality armor to protect the vulnerable child within (such disruptions are termed *defense mechanisms* by many of us).

I decided years ago that my students should have an outlet, both positive and healing, for these feelings. I began to set aside two periods per week to actually have a support group for my students. During this time we would discuss school-based problems, home conflicts, and

dile School, the students decided to name our group Heart to Heart. I plan to continue to use this very special name for years to come. It covers the entire purpose of the group itself. We sit together as equals and talk openly and honestly, trusting each other to respect our various feelings and to keep our talks solely within the group. Confidentiality is essential, and the students strictly attend to this rule.

Heart to Heart each Tuesday and Thursday that they enter the room these mornings looking forward to "group" and asking if it is still scheduled.

One afternoon we were deeply into a serious discussion. The classroom door opened and Stella Simpson, our principal, looked into the room intending to say something to me. In unison, several students turned toward the door and exclaimed, "You can't come in here! This is very private!" Mrs. Simpson, being a strong child advocate and knowing my history of having group sessions with my classes, respectfully said, "Oh, please excuse me. I didn't realize you were having your group." She closed the door quietly and left us to continue our discussion. The students were not be-

ing disrespectful toward her, but they were following our procedures and expectations established the first day we met.

Goals for The Group

I have two formal goals for Heart to Heart:

1. to provide a warm, caring environment in order to facilitate personal and academic growth and
2. to provide a support program, based on the group concept, that will help students deal with pre-adolescent problems and concerns in positive, appropriate ways.

Through this group structure, I also hope students will come to realize two things. First, and most important, that there is a way to release pent-up anger and pain through talking it out. Sometimes, just sharing with others

I want the students to recognize that there is a way to release pent-up anger and pain through talking it out.

many other difficulties young adolescents face.

Last year, teaching fifth grade at Lockeland Mid-

This year at Tom Joy School, where I teach sixth grade, my students are already so involved in

how we feel is like lifting the top off a boiling pot of water. Steam escapes, and the temperature drops; but the water still remains until it evaporates slowly. This is the same with life. We can learn to open our mouths, let out our feelings, feel better inside, and still survive with the problem until it either dissipates or until we learn to accept and to live with it. The problem may not go away, but it can be easier for children to endure it when they have a safe place to talk.

Second, I hope that through the group process, children will come to understand that often they are not responsible for the bad things that affect their lives. Very often they are innocently subjected to adult dysfunctional behavior, and at times, witness horrendous activities.

Children sometimes live with alcoholism, drug addiction, family members who deal drugs, prostitution, domestic disputes, child abuse (physical, emotional, and sexual), problematic siblings, poverty, fear of playing outside, gunshots day and night, and so on. Most of the children I have taught in the past years witnessed at least one violent, deadly attack involving adults. Many have blamed themselves for parental problems and have learned through the group how to place the responsibility back on the adults where it really belongs. (This lesson is much more important than remembering the names of explorers in North America!)

Modus Operandi

How does the group oper-

ate? First and foremost, a group is only as successful as its facilitator (guide). That guide is you, the teacher! You must be willing to sit down with your class and to let your human side materialize. Just remember, the hardest part for many teachers is giving up the role of "teacher"—sitting down with the class as an equal and sharing personal experiences. We are so accustomed to being serious teachers that sometimes it is easy to forget that the audience before us is composed of children. Children may be six years old or 13 years old. They may be smart-talking, street-wise, and a problem in class; but they are still simply children. For us to sit down with them and talk person to person and, more important, to listen to

**Goals of
Heart to Heart**

1. To provide a warm, caring environment in order to facilitate personal and academic growth.
2. To provide a support program, based on the group concept, that will help students deal with pre-adolescent problems and concerns in positive, appropriate ways.

them is not a loss of control as a teacher. If anything, it is gaining control through trust, love, and acceptance of our students and vice-versa.

Your role in Heart to Heart is to be your honest self and to follow the same rules of the group as the students. After all, you are not shockable, right? You have either heard it all, read about it, or seen it on TV. You are not there to teach during group. It's okay to speak, and it is okay to give advice. It is not okay to preach values. Listen, listen, and listen!

Let's assume that you are ready to sit down and chat person to person with your class. You are

now on your way to experiencing many personal insights into yourself and into your students. You are taking a major step toward really bonding with your students, and therefore, establishing an intimacy built on trust and sharing of inner selves.

Ideally, your class will begin Heart to Heart the first week of school. You will explain the purpose of the group, what the children can expect, the rules, and the fact that

it is not too late to begin your group. It is beneficial to all even if it is well into the year, so don't wait.)

During the first two sessions, pull up a chair and sit down in a circle with your class. (Note: You may want to do away with the circle after a few sessions.) Explain that in the future when you do this, it will be the signal that Heart to Heart is beginning. It is also the way you will be saying, "I am no longer the teacher but part of our group." These first two sessions may leave your students wondering about what is really happening because to most children this is often a new experience. Tell your class this is going to be an all-year activity meant to bring every member closer together, to give us a time to share concerns and to work out problems as we

talk openly.

During the first session, discuss the following rules. They are meant to provide boundaries and safe feelings within the group.

Rule #1: Everyone is accepted in this group.

Rule #2: Never put-down anyone or laugh at anyone.

Rule #3: Speak what you really feel.

Rule #4: Everyone gets a chance to talk (one by one, around the circle). When it is your turn to talk, you have the option to pass (be quiet).

Rule #5: No one talks about what is said outside the group.

Reiterate that you are simply one member of the group, just as each of them, and there will be times you may want to bring a problem to the group, too. Students love this because suddenly

their "teacher" is really human.

During the second session, I introduce a short discussion where we all participate. I may say, "Let's pretend your life is written in pencil. What is one thing you would erase?" I start out with my own reply, such as, "I would erase the time I lost my temper and hit my sister." Then the next group member usually feels freer to speak up, because I, the teacher, started the discussion. Don't be discouraged if, during the first few meetings, several children say, "I pass." This only verifies that this is either new to them, that they may be shy, or that they may be afraid to trust the group. As the group meets over and over, you will not need to introduce a discussion topic, and children will join in more

*Confidentiality is essential,
and the students strictly
attend to this rule.*

you will also be a member of the group. (Let me interject that if the school year is already in progress,

and more. Often, the discussions are in full swing when they are forced to end due to time allowance. Students of mine invariably complain when time runs out.

Heart to Heart meets twice each week, but you will discover that children will talk to you or write to you on "off-days" if there is another problem. This is when you realize that you have won their trust. Discipline problems begin to fade, because students are bonding, are talking out problems, are realizing they no longer stand alone, and are actually developing some very sophisticated life skills. They begin to look at alternatives to fighting, to recognize that perhaps we act as we do because of our problems, and to learn to show comfort to peers

by hugging or by bringing a tissue to a crying student. As the group proceeds through the school year, I proudly watch leaders emerge from the group who are capable of actually facilitating Heart to Heart. I see quiet students become talkers, and insecure young men and women gain confidence in what they say as being important. I believe one of the greatest joys is observing a solemn, serious student learning to relax and to laugh.

Finding the Time

Recently, a teacher asked me, "How do you find time for your little group?" I told her that I make time twice a week, preferably at the end of the day. She then asked, "How do you fit in all the required subjects on those days?" My reply was simply, "I

don't. I leave something out, because Heart to Heart is more important." I mean this! As I said previously, it is perhaps the most significant thing I do as a teacher. It sets the tone for positive learning. Through the group, we learn to think, to problem-solve, to organize our thoughts, and to practice positive self-talk. This carries over into the academics and into social interactions outside class

They don't want to be in trouble day after day. They don't want to fail. I have learned that most discipline problems are begging to be solved. The disruptive student is indirectly asking to have controls placed on him or her. And, when we take time to do positive controlling, we are essentially saying, "I care about you; that is why I am spending my time on you." In answer to the question about

The hardest part for many teachers is giving up the role of "teacher" —sitting down with the class as an equal and sharing personal experiences.

and thus de-escalates discipline problems.

Most students do not want to be a problem!

how to fit in Heart to Heart, just do it! Save an academic subject for the next day. It pays off!

Topics for Discussion

What topics do you discuss in Heart to Heart? In our group, any subject matter is acceptable if it is important to the students. Whether it be problems in the classroom; trouble at home; conflict with peers; or more serious issues such as abuse, chemical dependency, sexual encounters, theft, or any of numerous adolescent problems, we talk about it all.

I always have a topic prepared to present (i.e., usually something in the area of values clarification or self-esteem), but rarely do I need to use it. The group usually is ready to go on its own track of ideas. If I have noticed a particular problem in the class such as students exhibiting racial prejudice, I will often sit down with our group and present *my*

problem. I might say, "Group I need your help. I have a problem when I notice some of you calling each other racial names. This upsets me because I do not understand. What do we need to do? What do I need to do to feel better inside?" The students then take over and usually work through the "whys" and usually come up with suggestions on how to improve things. This keeps me from standing up as teacher and ordaining that there will be no more name-calling or whatever, knowing full well that I will be talking to the walls. Students tune out lectures, but will listen and resolve conflicts in discussions when their ideas are respected.

If you are familiar with conflict resolution (see the two previous stories in this book), you will no-

tice some similarities between that form of problem solving and Heart to Heart. I believe that anytime children can solve their own problems with peers and reach mutual agreement, it is growth for all parties involved. We all learn by experiences, good and bad, so I support and use this process every day, too.

Conclusion

When I started this chapter, I said that there is no such thing as one form of positive discipline. Just as an electrician needs several tools, so do we as teachers. I suggest that new teachers as well as those of us who have been in the field awhile learn all types of innovative discipline techniques.

Heart to Heart is not the only solution to today's school problems, but I can

tell you it is one of the best ways to prevent many discipline problems. It won't assure you a "perfect classroom" where students are all clones of your expectations and values. You will still have some problems. Heart to Heart will, however, set a firm foundation on which to build a class where all persons are respected as individuals. With this solid foundation, you can begin to facilitate personal and academic growth. Then you can say, "I am really a teacher. With my help, many of my students have learned not only academics but, also, important living skills that will help them to survive in an often not so kind world."♦

Heart-to-Heart Rules

- 1** Everyone is accepted in this group.
- 2** Never put down anyone or laugh at anyone.
- 3** Speak what you really feel.
- 4** Everyone gets a turn to talk. When it becomes your turn to talk, you have the option to pass (be quiet).
- 5** Outside the group, no one talks about what is said within the group.



Heart-to-Heart Creed for Teachers

1. I will be a positive person even if I must fake it.
2. I will always keep an open, nonjudgmental state of mind.
3. I will strive to be a good role model for the students.
4. I will respect the confidentiality of members of my group unless it would prove harmful to their or others' well-being.
5. I will practice open and honest communication and encourage other group members to do the same.
6. I will motivate students during all activities.
7. I will review the "ground rules" every time our group meets and be sure they are respected by all members.
8. I will listen a lot and talk only a little.
9. I will plan our sessions fully and make them anything but boring.
10. I will be very flexible and ready to drop all plans if the group or an individual is in need of specific help.
11. I will not expect every session to run smoothly because some will flop.



Heart-to-Heart Creed for Teachers (Continued)

12. I will constantly try to create an atmosphere within the group where all members may feel comfortable, relaxed, and accepted.
13. I will give good eye contact and not be interruptive.
14. I will allow members to form their own solutions to any problems and resist the "adult" temptation to jump in and impose my own ideas.
15. I will remember my childhood and try to understand theirs.
16. I will not take it upon myself to change all members of the group to conform to my values.
17. I will refrain from usurping the group and encourage the group members to do the same.
18. I will remind myself that children need to be heard and that they very often "act out" because no one is willing to listen.
19. I will refer any serious personal problems of group members to more experienced personnel rather than try to handle them on my own.
20. I will be as relaxed and as genuinely enthusiastic as possible and enjoy myself with "my little buddies."



Reader Reflections

Insights: _____

Actions for Our School (District) to Consider: _____



*Any time children can solve their own problems with peers
and reach mutual agreement,
it is growth for all parties involved.*



HAVING A GREAT DAY AT CHICKASHA

These management strategies have led to happy students, teachers, and parents at Chickasha Intermediate School in Oklahoma.

5

The hardest part of teaching school is, undeniably, classroom management. We should know. As three classroom teachers and a principal at Chickasha Intermediate School in Chickasha, Oklahoma, we deal on a daily basis with situations requiring discipline.

Currently, our school has 479 sixth and seventh graders. Jana Dabney teaches sixth and seventh grade reading. Sharon Wilson teaches sixth and seventh grade math and serves one period each day in our ISS/SCC class (In-School-

Suspension/Self-Contained Classroom). Rita Cavin teaches seventh grade geography and English. Vickie Holloway is the principal.

Five years ago, when Sharon and Vickie first

arrived at Chickasha Intermediate, we were a school with severe discipline problems and plunging morale. As Jana reflects, "What concerned me most at the time, was not the 380 students acting out,

but the 30 adults who stood by and let it happen." In many cases, teachers had become afraid of the students; in other cases, they felt overwhelmed by the number of problems and began to let things slide.

Many parents were concerned about the situation. Some have mentioned since that they considered home schooling as an alternative to sending their child to Intermediate.

Things have changed in the last five years, however. Not long after Vickie and Sharon came to Intermediate, our staff



JANA DABNEY
Sixth and Seventh Grade Reading

SHARON WILSON
Sixth and Seventh Grade Math

RITA CAVIN
Seventh Grade Geography and English

VICKIE HOLLOWAY
Principal
Chickasha Intermediate School
Chickasha, Oklahoma

decided that in order to succeed, we had to come together as a team. It took a lot of patience, planning, and hard work, but today, we are a school that operates on two key words: *pride and respect*.

This is the story of how our staff developed both schoolwide and individual classroom management initiatives that turned our school around. It is also the story of how we continue to

ensure an appropriate working environment for our students and ourselves.

Schoolwide Initiatives

Our first experience as a team was to meet and design a set of strategies to control student behavior. As we worked together, our mission evolved—Success for All, Now and Tomorrow.

ready to learn each morning. The morning playground had been chaotic with fights and with students running wild, not paying attention to the directives of the playground supervisor, and generally coming into the school too wired to effectively participate in classroom activities.

The dean of students suggested that we place all students in a structured environment each morning. We decided that as students came to school in the morning, they would take a seat in our rarely used auditorium where they could do homework or read. We also decided that the principal, dean of students, and counselor would greet every student each morning as he or she came into the auditorium. They would send students who were upset, or who

for some other reason were not ready to learn, to talk with one of the staff immediately.

This has proved to be effective, and we have increased its effectiveness by having students sit in homeroom groups and by conducting two DEAR (Drop Everything and Read) sessions a week during this time.

Prior to dismissal from the auditorium each morning, students are instructed to sit up straight and pay attention to the speaker. At this time, a staff member goes over any upcoming events or school problems. (People who come to our assemblies are always in awe of our students' behavior during assemblies.)

Homogeneous Grouping

Our next project was to examine the effectiveness of our developmental

This is the story of how our staff developed both schoolwide and individual classroom management initiatives that turned our school around.

work daily on providing a nurturing atmosphere and on rewarding positive behavior in order to

Early Morning Structure

We decided that our first priority was to get students

classes, which tended to be a breeding ground for discipline problems. Two teachers agreed not to level their classes for all subjects except math, and to use only high/low grouping there. At the end of the year, they found teaching without the developmental classes to be much easier on classroom management and more academically successful for students in general. Their testimony convinced the other teachers to discontinue developmental classes.

Reward Systems

Around December of that first year, we also decided to reward children for being just plain ole good kids. Vickie contacted one of our industrious parents who organized volunteers to bring ice cream and toppings to school. This

was our first attempt to recognize good behavior.

Our Parent-Teachers Organization now conducts a "Positive Incentive Program" every semester in which students who meet the behavioral criteria are rewarded with a party. Here are the criteria: (1) students must have less than three tardies per nine weeks, (2) their record must not show an office referral because of severe behavior problems, and (3) they may not receive more than three teacher-assigned detentions. Last semester, 356 out of 444 students attended the party.

In one of our trying times, we started the "Three Strikes and You're Out" project. Here's how that works: Approximately three weeks before a special event, we announce to the students that the plan is beginning. Each

hour, teachers keep track of students who exhibit improper behavior. At the end of the day, the office randomly calls for the strikes given during certain hours (i.e., "Send down the names of persons receiving strikes in second, fifth, and sixth periods."). Each person listed receives one strike. If a student receives three strikes before the day of the special event, he or she may not attend. Along the way, we have adopted a few exceptions to the three-strikes process such as: "A student cannot strike out during one hour," and "A substitute's strikes are not counted." (The students do not know this one!)

Parent Shadowing

One of our teachers shared the idea of parent shadowing with us. In this activity, the parent of a disruptive

More About Chickasha

Chickasha is a county-seat community of about 16,000 people, located in central Oklahoma. The economic base of the surrounding county is predominantly agricultural and oil-related. In Chickasha, light industry is the chief source of jobs. The population is diverse in race, education, and social status. About 60 percent of the work force is employed in blue collar labor. About a fourth of the work force is professional. The population is relatively mobile. Fifty percent of the families are comprised of a single parent or a stepparent.

child comes to school and follows the child through the school day. This has proved to be very effective. Rarely have we had to use this technique more than once with a student! (Principal shadowing works well, too.)

Self-Contained Classroom

Time and time again, it came to us that we have many, many good students. It's just that a group you can count on both hands makes it seem like behavior is out of control.

For these students, we

initiated a Self-Contained Classroom (SCC) in which they receive personalized instruction in core academic classes. We also teach these students basic social skills such as how to play a game without cheating or fighting.

The room for SCC has a sink and rest room facilities. Students with good behavior who are in SCC are allowed to go out into the hall between classes

class becomes completely self-contained, and they are required to use the rest room facilities within the classroom. Even lunch is brought in to them. As students' behavior and attitude improve, they are placed back, one or two courses at a time, into a regular classroom setup.

We developed a multi-criteria instrument to determine who needed to be in this program. Out of 11 students in the program last year, some were eventually referred to day treatment programs, but we also had three stars. These stars made the program worth it. One former SCC student even became a National Junior Honor Society member.

Individual Initiatives

Teachers at Chickasha Intermediate have developed

a number of discipline strategies independent of one another as well. Following are first-person reports from Jana, Sharon, and Rita on some of their personal classroom management techniques.

Jana Dabney's Classroom Initiatives

It has always intrigued me that discipline is what we classroom teachers are professionally judged and evaluated by, yet it is something we receive very little professional training in. For the most part, we receive our lessons in this area from the "School of Hard Knocks" and/or "Experience U."

One thing I have learned from this personal experience is that the beginning of the year is extremely important to successful classroom management. This is when you estab-

lish your particular style of organization. How you handle this time can determine how the rest of the year goes. Some concepts associated with implementing effective classroom management are

- establishing workable rules and procedures,
- giving adequate explanations for rules and procedures, and
- establishing your role as the classroom leader.

Rules to Work By

When I started my first job as a junior high math teacher (my sixth year of teaching experience), one of my new colleagues, in an attempt to show me the ropes, shared a list of official classroom rules that I was to use in my room. There were so many rules, it took all of one side of the paper and half of the other just to list them! I

*The beginning of the year
is extremely important
to successful
classroom management.*

to use the rest room and cafeteria and to go to electives. If their behavior has not been appropriate, the

was really sick. It seemed I had been hired more as a detective/police officer than as the math teacher. After several attempts to absorb this highly complex document, I finally sat down and wrote a succinct list of behaviors that I simply couldn't tolerate in my classroom. From that evolved my own rules to work by. To this day, I review them with all of my students when they first enter my classroom. I then post the list in a prominent place for the remainder of the year.

Mrs. Dabney's Classroom Rules

- If Mrs. Dabney is talking, DON'T!
- If assigned, do it (on time, with a smile)!
- If you don't want to do it over, do it right the first time!
- If it's a school rule, follow it!

• If you are supposed to have it, be sure you do EVERY DAY!

• If allowed time to work in class, use it wisely!

• If you gripe about the assignment, be prepared to do extra!

• If you are angry, bite the bullet!

Following is how I explain these rules to my students:

• If Mrs. Dabney is talking, DON'T!

Unfortunately, I talk a lot, so don't even plan on much talking at all!

• If assigned, do it (on time and with a smile)!

Keep up with due dates! When you've gone through all the work and are ready to hand it in, do it with a good attitude so I'll think you've put your best work into it. Not: "Here's this stupid paper you wanted." That makes me feel as if you didn't do much work

on it—as if you don't value it.

• If you don't want to do it over, do it right the first time!

Pay attention to the rubric on the assignment! Check your work over before you hand it in. I don't like to be the bearer of bad news!

• If it's a school rule, follow it!

If the handbook says, "No gum at school," don't ask me if you can chew gum. I follow rules.

In Search of Effective Discipline

If you are interested in designing a set of strategies to control student behavior in your school, we suggest you take the following steps.

1. Develop a site team.

A few heads are better than one.

2. Be creative.

Incorporate into your plan those problem-solving strategies you teach your students to use.

3. Be flexible.

Try it; you might like it!

4. Communicate with colleagues.

Realize we all have different areas of strength. Use them.

5. Read for management ideas.

Read everything: education journals, women's magazines, even *Popular Science*!

6. Keep parents involved.

They are eager to be on the team.

7. Share your successes.

You'll soon enjoy hearing about them from the community!

8. Most of all, love the kids!

• If you are supposed to have it, be sure you do, every day!

Would you pay a carpenter who didn't bring his or her tools every day? A doctor? A mechanic? Get in the habit, it's a good one.

• If allowed time to work, use it wisely!

If we have some extra time, I will be willing to let you work, not talk.

• If you gripe about the assignment, be prepared to do extra.

I have carefully planned the work and activities we do in class. If I ask for a two-page paper that describes the setting and main characters in a book we've read, I don't want to hear, "Golly, two pages. Do we have to write two pages? What if we...." It's not "Let's Make a Deal"

really make you upset. Come to me before class, just let me know that you are upset, and I'll try to keep things safe for you. But, if someone looks at you, says, "Hi," or smiles at someone else in the classroom, don't bite their head off and start WW III in my room!

not a factor here, only grooming.)

If you look like you are ready to pick weeds or rake leaves, you'll probably have better luck doing that than teaching a classroom full of energized students. Jeans, sweat pants, sloppy-looking clothes make you look "at ease." Students interpret those vibes as "Sic 'em! They're ready to play!"

A high school teacher I know wears suits to school the first week—a jacket, scarf or tie, and skirt. During the second week, she leaves the suit jacket off as long as she has control in the classroom. If the students start getting loud, on goes the jacket. As the students practice good behavior, they learn that she will remain in charge.

Look important; feel important.

Sharon Wilson's Classroom Initiatives

I started teaching when my own kids were in high school, which I feel gives me a degree of insight into student behavior. My first year at Intermediate was basically noneventful except for my seventh grade developmental reading class, which was the last hour of the day.

Have you ever noticed that developmental students also have an inability to stay on task and will misbehave to keep someone from noticing that they are experiencing academic problems? Well, you can imagine trying to teach 20 students like this all together at the end of the day! Do you hear the theme "Mission Impossible" playing?

I have found that the following techniques can help such students under-

Many management problems can be avoided by providing two things:

(1) clear guidelines for behavior and work procedures and (2) engaging instruction.

here. I'll just say, "Gee, I think you can write three or four pages on yours."

• *If you are angry, bite the bullet!*

Sometimes something happens in another class or between classes that can

Standards to Dress By

In order to help with discipline, my advice to a first-year teacher is to look professional. Look like you are dressed for an important job. (Interestingly enough, I find that age is

stand the importance of rules and develop independence and self-discipline.

Mastery Learning

In October, Vickie came to our faculty meeting and shared information about requiring students to demonstrate mastery. Many teachers didn't think this would work, but I didn't question it. I was willing to try anything to get students to stay on task and out of trouble.

At the time, I was using a newspaper as my primary resource with my developmental students. In keeping with the mastery concept, I decided to check off each daily newspaper assignment, assess it according to pre-established outcomes, and require 85 percent mastery. The amount of time my developmental students spent on task increased dramatically!

Self-Monitoring Forms

Another component that I use from time to time is a self-monitoring form on which the students can monitor their own conduct by focusing on a specific behavior that needs improving, such as talking without permission. We would do this daily, keep it on file, and from time to time, I would assess the results individually with students.

Color-Coded Cards

After Jana shared the classroom rules with the other teachers, Vickie helped me establish a color-coded card system to be used with the rules. I wrote each rule on a poster board in a different color. I then put that corresponding color on an index card. Now, if after one verbal warning, a student breaks a rule, I simply lay

a card on his or her desk. The student signs, dates, and hands the card back to me. I keep the cards filed by class in a file box on my desk. When a student collects three of any color, I assign detention.

This has proved to be a great success, and instruction time is not interrupted by "What did I do?" The student knows the exact rule he or she has broken by looking at the color on the displayed chart. I might add that rarely are students "surprised" when I assign detention. After all, they have received clear warnings. The card method also enables me to nip problems in the bud. With this system, behavior problems are handled before they reach the out-of-control state.

Traffic-Control Cards

When students appear to

need a more structured environment in which to perform independent tasks (in other words, a way to regulate classroom traffic), I use a self-checking index-card strategy.

First, I place index cards numbered in order from one through 10 inside library-book pockets attached to the wall by the entry door. If a student wants to help correct papers or complete a special learning activity at our learning table, he or she takes the next available card. After class instruction, whomever has cards one through three will go to complete their independent task. Whenever a card is returned to its pocket, the student with the next number goes to the table.

Rita Cavin's Classroom Initiatives

I have come to realize that

many management problems can be avoided by providing two things: (1) clear guidelines for behavior and work procedures and (2) engaging instruction.

Clear Guidelines

I'm not sure why this obvious fact escaped me for such a long time. But as a school teacher, I made

As my colleagues and I examined these assumptions, we realized that students and staff desperately needed a common culture that established the criteria for work and behavior. We learned never to take standards for granted. Before we ask students for anything now, we make our guidelines clear to everyone involved.

behavior problems. We found that Johnson and Johnson's book *Circles of Learning*, was a valuable guide. Several of our faculty spent time reading professional literature on the subject and passing new information on to the rest of the staff. As many have before us, we compiled an impressive array of techniques for structuring classes for cooperative learning.

However, I would often try what seemed like a well-organized and prepared lesson only to hit major snags. It seemed that my students were not as well trained in cooperative learning as I'd assumed they were. That was discouraging. It meant backtracking and re-planning and re-doing. For many teachers around me, it meant they had an excuse for abandoning cooperative

learning altogether and doing what they'd always done.

Because I teach social studies and geography, I felt compelled to keep searching for ways to get my students to cooperate with one another. It just seemed to be the democratic thing to do. And it seemed like a motivating way to learn. After more reading and support from our principal, we discovered that the key to successful cooperative groups lies totally in the groundwork. (That brings me back to my first point about the need to provide students with clear expectations and work guidelines.)

We began to teach the students the general process involved in cooperative learning. This is often called *group process* and fundamentally means that all the general rules,

We realized that students and staff desperately needed a common culture that established the criteria for work and behavior.

many assumptions about students' behavior and work habits. I assumed they knew what was expected of them and that they knew the processes they needed to follow to meet those expectations.

Engaging Instruction

In reading about effective practice in middle schools, staff members found many references to cooperative learning—how it actively engaged learners and seemed to minimize

reasons, purposes, and procedures of group work are dealt with before any assignments are made. We found that the first two weeks of each new school year were an excellent time for teaching process. During that time, each teacher in a team would teach a different segment of the process. This way, all the students were involved in all the aspects of process without having to hear it six or seven times. After establishing the guidelines and signal words or cues, each teacher in a team would have all students familiar with all the necessary background.

We found that having common rules and cues in our team simplifies life for everyone involved. Because our sixth graders come from self-contained classrooms, usually with a

single teacher, into our teams of five core teachers, unifying the team helps both students and parents with the adjustment.

One special part of the general group process we teach our students is a technique for listening. In 1991, our school counselor arranged for a special assembly from Motivational Media Assemblies, Inc., of Burbank, California. As part of the program, the presenters furnished students with materials to help them develop interpersonal skills. In these materials, we discovered and adopted as our school's own, a listening technique called OLE (we pronounce it *oh-lay*). Students are taught three steps to effective listening:

1. Open posture: uncross legs and arms.
2. Lean forward.
3. Make eye contact.

This has proved to be effective in the classroom and in larger groups of students in helping students to focus their attention.

Looking back, it seems more than obvious that we all do better when we know what is expected of us. This applies to adults and students alike. My job as the "teacher" is to equip each student with tools they can use to build their own learning. Teaching process helps me do that job.

Conclusion

"We are having a great day at Chickasha Intermediate" is the slogan we use when we answer the telephone at school these days, and this is totally appropriate. It reflects the school that Intermediate has become.

We have happy kids and parents. Student attendance is up, and when

we have student-led parent conferences at the end of the first and third nine weeks, 97% of parents attend. During open house, our auditorium is standing room only.

We've come a long way from the days when large numbers of students acted out, when many staff members withdrew, and when many parents fretted.

Today, we are a school that operates on two key words: pride and respect.

Today, we are a team that is meeting its mission—Success for All, Now and Tomorrow. ♦

The OLE Listening Technique

- ① Open posture; uncross legs and arms.
- ② Lean forward.
- ③ Make eye contact.



Before You Implement Cooperative Learning

The following guidelines can help minimize any problems that might occur when you introduce cooperative learning procedure

1. Start slowly.

Use cooperative learning sparingly until you are sure that what you are doing is benefiting your class.

2. Avoid group grading.

Group grading can alarm parents of high achievers. Group grading is only for skilled practitioners of cooperative learning, and then only when adequate parent and administrator information has been provided in advance.

3. Build an atmosphere that encourages cooperative learning.

Building student ownership, active participation, high expectations, and positive feelings creates a foundation for cooperative learning and for successful classroom management.

4. Promote student success.

Early experiences with cooperative learning should be highly successful and rewarding for students.

5. Tell administrators you are using cooperative learning methods.

Be ready to explain your goals, expected outcomes, and the benefits research associates with cooperative learning.

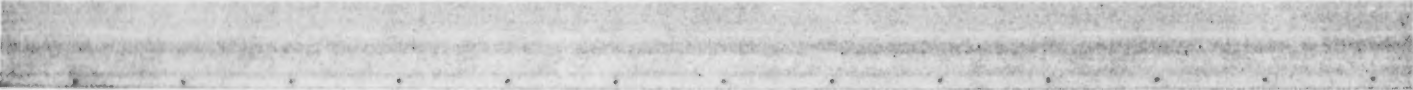


Before You Implement Cooperative Learning (Continued)

- 6. Use other techniques and strategies as well as cooperative learning.**
No technique is effective when used all the time.
- 7. Monitor student reactions and conduct individual conferences with students.**
This helps reassure those who are troubled by cooperative learning.
- 8. Teach group process to students.**
Don't expect your students to already have the skills needed to work successfully in groups.
- 9. Monitor the effectiveness of your teaching.**
Use the same individual evaluation procedures you usually use. You may also wish to monitor student achievement; attitude; attendance; discipline referrals; and behavior in the playground, hallway, and lunchroom as indicators of the success of your methods.
- 10. Network with other teachers.**
A support group of other teachers who use cooperative learning is necessary for problem solving, celebration, and exchange of ideas.



SOURCE: *Cooperative Learning in the Elementary Classroom*, by Lawrence Lyman, Harvey C. Foyle, and Tara S. Azwell. Washington, D. C.: National Education Association, 1993.



Reader Reflections

Insights:

Actions for Our School (District) to Consider:

MANAGING YOUR OWN FLIGHT PLAN

High School students learn the value of self-directed behavior at this dropout recovery school in California.

6

Although I have been a classroom teacher for more than 20 years, and all of those years have been stimulating and rewarding, what I am doing right now is the most exciting job I have had. It is also, by far, the most challenging. I am the coordinator/teacher of the Independent Learning Center (ILC), a drop-out recovery school in the Woodland Joint Unified School District in Woodland, California.

Basically, I am working with all of the students that no one else wants to deal with:

the habitual truants, the incorrigibles, the drug/alcohol addicted, the violent, and the lost. Sometimes people ask what I did wrong and whom I offended to be "put" into such an environment.

Let me set your mind at ease. No one "put" me here. This school did not exist in our district before I designed it, brought it to life, and began teaching here. The ILC is an inde-

pendent-study program that came into existence by way of a grant I wrote along with Carol Murphy and Pat Blevins Turner, two elementary teaching colleagues in my district. The grant was designed to study at-risk students and to support them in becoming more successful in school. At the time, the program was just that, a program, not a school. When the grant money,

given by the National Foundation for the Improvement of Education (NFIE), ran out, our superintendent, Robert Watt, came to me and asked how I might institutionalize the program. After I shared with him what I envisioned—a high school for providing at-risk students an opportunity to choose success through a philosophy that promotes integrated discipline, individual responsibility, and self-esteem—somewhat hesitantly, he said, "Let's do it as a pilot program." Creating the school could not have

SANDI REDENBACH

Coordinator/Teacher
The Independent Learning Center
Woodland, California



happened without the blessing, encouragement, and support of such a trusting and empowering educator!

Today, we are more than six years strong and enroll approximately 60 students. The school is a large, open space. Students do much of their work independently, but they attend many student-teacher conferences that provide important guidance and

life, and how it continues to develop successful, self-directed individuals.

Integrated Discipline

You could say that the first ideas for the school started more than 17 years ago. After my third year in the Woodland district, I began to notice that some students were having extreme behavior problems in certain teachers' classes.

I began to talk with these kids about what seemed to be the problems in certain classes. During the next few years, I watched for and documented repeated occurrences, both with the teachers and the students. And what I discovered was that those teachers who managed discipline outside of the curriculum—in other words, those teachers who had just a list of rules and regulations for getting along in the classroom, and said what the consequences for not following those rules would be, and expected the students to follow them without question—documentably had more problems than those teachers who managed discipline by integrating the “rules” and expectations into the daily learning environment.

How Does Integration Work?

By observing the successful teachers, I learned that the first step toward integrating discipline into the learning environment/curriculum is to establish rules for the classroom—but just two or three. Today, my three are as follows:

1. *There will be no put-downs, insults, or unkind language used toward the teacher, your peers, or yourself.*

2. *You will come prepared to learn, with books, paper, pens, homework, and with an open mind, healthy body, and positive attitude.*

3. *We will do all that it takes to create and support a safe space in which all may learn.*

I invite students to generate any other “rules” that they believe they

Those teachers who managed discipline outside of the curriculum...had more problems than those who managed discipline by integrating the “rules” and expectations into the daily learning environment.

instructional interaction.

The following is the story of the ILC's conception, its first six years of

Those same students, however, were not having difficulties in other teachers' classes.

might need in order to enforce the other three. Generally speaking, they do not feel that other rules are necessary. Neither do I. If students embraced those three all the time it would be a wonderful, peaceful environment, perhaps even a bit boring.

Because we can always count on students to be human, they will "test" the rules. This is where integrated discipline comes in to play. We must begin the teaching process out of the so-called misbehaviors of others. We can turn each one into a "teachable" moment.

Whatever we have to teach regarding a misbehavior can be addressed through the classroom rules. It is not difficult to begin to see how almost all behavior fits either positively or negatively into them. As teachers do

this, they should adhere to the following guidelines:

1. Do not judge students' behavior. Simply assist them in getting back on track toward being responsible once again.

2. Help students accept the natural consequences of their behavior (i.e., apologizing for causing hurt feelings or inconvenience, restructuring a previous agreement, losing a time-sensitive opportunity). Next time, they can choose to act in a more responsible manner.

3. Assist students to process what caused them to act irresponsibly so they can avoid acting that way in the future.

Our students learn quickly that self-directed behavior is about being willing to accept the consequences and/or the outcomes for both the positive

and negative choices one makes.

Modeling

Modeling is another effective way to integrate discipline instruction into the learning environment. For example, students internalize what we classroom teachers value from the mood and tone we set. They see how we work in a collegial fashion and listen as we respectfully exchange information. They know that the gentle and honest communication we use produces a consequence that the students would enjoy in their own interactions. And they realize quickly from this behavior that some things are not negotiable, such as respecting another's rights.

Self-Responsibility

Students need to be made aware that they actually

choose their behavior, and as a result, choose the consequences of their behavior and choose how others relate to them.

For example, when students come to us at the ILC, they often talk about

Our School District

Woodland Joint Unified School District is located outside Sacramento, California, in a fairly rural community. The school district has 12 elementary schools, two junior high schools (grades seven through nine), one comprehensive traditional high school (grades 10 through 12), a continuation high school, and our school, the Independent Learning Center. The ethnic breakdown of the student body is approximately 55 percent Anglo, 40 percent Hispanic, and five percent Asian. Occasionally, we have an African-American student. Our high school dropout rate is approximately 35 percent.

Woodland, California, is a relatively small town whose main sources of entertainment come from its high schools, mostly in the form of sporting events and plays. It is a town with many families of solid citizen background, some of whom take pride in the schools. The truth is that our district is not much different from the majority of rural school districts throughout the United States, except that we have a few fairly wealthy farmers (rice and tomatoes are the leading cash crops).

how mean teachers have been to them in the past, how they were always picked on, how they were forced to do certain things, and so on. When this "I Am the Victim of Evil Teachers" topic comes up, I direct a series of questions to the accusing students. The questions are designed to allow and encourage self-discipline; the answers the students

pose all of those teachers chose to treat you so differently than they treated the other students?"

They answer: "They just didn't like me."

My next question is: "How could that be possible when you are obviously a wonderful, charming human being?"

Their answer is most likely some sort of acknowledgment about the

quality of behavior, you create that quality of relationship, what do you suppose you could do to take charge of changing your relationships with teachers?"

Answers to that question vary, but most students begin to understand in just an instant, without blame or anger, who is really responsible for the consequences of their behavior.

possible that the plane has been hijacked. If a person does not want that to be the story of his life—letting someone else be the pilot and ending up wherever that pilot wants to land—then it is necessary to take charge of the flight plan, the condition of the plane you are flying in, and the actual piloting of the plane.

Some psychologists and education researchers believe that setting personal goals (to complete a project, hone a skill, solve a problem, obtain the necessary training required of a specific career) has the most immediate motivational effect on a person's behavior. According to researcher M. M. Clifford, such goals can serve at least five functions:

1. to guide and direct behavior
2. to focus attention and

Students need to be made aware that they actually choose their behavior, and as a result, choose the consequences of their behavior and choose how others relate to them.

generate are often more revealing to them than to their teachers. A sample of such a conversation might be something like:

I ask: "Why do you sup-

pose all of those teachers chose to treat you so differently than they treated the other students?"

My response is usually: "So now that you realize that when you exhibit that

Personal Goal Setting

At the ILC, we explain to students that if they are responsible for their behavior, then they must set personal goals for themselves. We use the following analogy to demonstrate why.

If life is an airplane, and you don't file a flight plan, you are not piloting your own plane, and worse yet, you don't know who is in the cockpit. When that is the case, it is even

effort in a given direction

3. to serve as a standard or ideal for measuring progress

4. to lead to a restructuring of activities and procedures that increase efficiency

5. to reflect values and motives of the individual.

In helping students set goals, you may find the following suggestions useful.

1. Help reluctant goal setters to concentrate on a single goal for a short period of time so that they can measure their progress and maintain interest.

2. Encourage students to state their goals clearly so that they know exactly what must be done to meet the goals.

3. Although the teacher may suggest possible objectives, students should select what they choose to work toward, and within what framework.

4. Encourage students to change or adjust goals as their needs and perceptions change.

5. Help students to set short-term as well as long-term goals. While reaching short-term goals is important, students should be made to understand that developing self-directedness and prosocial behavior are long-term procedures. They can aspire to them through a series of short-term goals.

Developing Work Contracts

At the ILC, we also develop work contracts with our students. This takes time, assistance, understanding, and patience on the part of teachers, but our teachers realize that if students are going to succeed, they must be clear about what behaviors we expect from

students in specific learning situations.

We work with our students—no matter where they are in the process of living responsible, disciplined, self-actualized lives—to develop a two-page contract for each independent-study course they take. The contract covers instructional objectives and methods of evaluating these objectives as well as a list of homework assignments that equals a minimum of 30 hours of out-of-class work per course. (See Discipline Reproducibles 6.3a and 6.3b for an example of a two-page contract.)

We find that these contracts help students affirm that even though they have lots of challenges in their lives, their first responsibility is to their schoolwork.

The ILC Staff

The ILC is a school that was developed with love and commitment. There is deep love and respect among the entire staff, and the students see this modeled on a daily basis. Lance Davis, a brilliant, caring teacher of 30 years, has added so much of the practical nuts and bolts to what we do in our daily routine. Carol Souza Cole, whom we lost to budget cuts last year, still helps us by providing valuable input. Vicki Thoma, our secretary, is always a wonderful model for the students. She never complains, is willing to help with anything that needs doing, and treats the students with great respect.

Self-Esteem

Regardless of the condition of a student's self-concept upon entering school, teachers do have the potential to help boost a student's sense of self-esteem, which in turn, can go a long way toward encouraging positive self-directed behavior. According to researchers M. Kash and G. Borich, teachers can help students develop self-esteem through the following actions.

1. Recognize and affirm the value of each student.
2. Keep in mind that

the fundamental basis for acquiring self-esteem in the classroom is the student's reflection of self as an achiever.

3. Help students learn to value the assessment of their performance and products by establishing a clear, positive relationship between evaluative processes and achievement.

4. Clearly model the proper use of self-criticism and self-reward.

At the ILC, we explain to students that if they are responsible for their behavior, then they must set personal goals for themselves.

5. Accurately communicate and interpret the standards used for evaluating performances and

products in the classroom.

6. Help students acquire and allow them to use evaluative skills.

7. Make the individual student improvement the value underlying competitive activity in the classroom.

8. Associate teacher praise and criticism with specific elements of student performance, reinforcing positive aspects and providing a basis for improving negative aspects of student work.

Conclusion

Some days my colleagues and I slip back into the old ways of just letting an action go by, but we soon reflect on how we can really use potentially negative discipline problems as teachable moments, and we realize the value of making that habit stick. We see, by the extraordinary

strides our students make, just how effective this process is in motivating behavior.

Our students tell us in the exit essays they write that the thing they learned the most was how to take responsibility for their own behavior management and that before coming to the ILC they felt "out of control."

To quote one of our students, one who, incidentally, had been absent more than 54 days during her last attempt at "regular" school: "It's a good school for certain types of kids because it gives us a chance to work for ourselves and still have help. In regular school you have to do what you are told when you are told. I was never good at that. At the ILC, I am getting it done on my own. It makes me feel capable."

Now that Superintendent Watt has retired, we expect some changes. But we will face the challenge of change, as we continue enjoying the sense of accomplishment we have felt in the past.

At the ILC, we will continue to teach the hard to reach. We will continue to reach the hard to teach, because every human being deserves to be a self-directed, empowered, contributing, human being. ♦

Goal-Setting Sequence

In his famous "Pawns to Origins" study, education researcher R. de Charms used this goal-setting sequence to help elementary students learn to act successfully:

1. Analyze personal strengths and weaknesses.
2. Choose personal goals realistically, noting individual capabilities and realities of the situation.
3. Select immediate, concrete actions that can be taken now.
4. Determine ways to tell whether action is goal-oriented.



What About Teacher Behavior?

There are several teacher behaviors we can practice that can help students truly "choose" success.

1. We can learn about and understand the ways in which self-esteem is developed and nourished and decide to incorporate that knowledge into our teaching.
2. We can relate to all students as though they are our clients and as though our living depended upon them and the way we serve them.
3. We can familiarize ourselves with learning/personality styles and engage all students in assignments that match the style in which they learn best.
4. We can model empowering and enhancing communication patterns in order for students to access them in their own lives.
5. We can acknowledge that self-discipline is difficult for ourselves as well as students and that it takes lots of opportunities to practice until we get it right.
6. We can commit to using active listening skills, lots of humor, and to never using sarcasm.



Woodland Joint Unified School District Independent Learning Center

Independent Study Contract

Course No. 301 Date _____

Course Title Literature-Composition C

Student Name _____ Phones (H) _____

GO # _____ Birth Date _____ Age _____ (W) _____

Supervising Teacher Sandi Redenbach

Instructor/Student Meetings: Day _____ Time _____ Place ILC

Student Objectives:

In this course, students will read and write about American short stories and modern American nonfiction. Students will write paragraphs and compositions about the literature. Students will also select a novel, read it, and write about it. Students must pass all tests with a score of 70% or higher.

Methods of Evaluating Objectives: 1. Student/teacher discussions

2. Written work

3. Tests: objective, essay, oral

Units Attempted _____ Duration of Contract: Beginning Date _____ Ending Date _____

Agreement:

One unit of high school credit will be granted for fifteen (15) productive hours of academic work. One unit of high school credit will be granted for twelve (12) hours of productive activity if this is a physical education contract.

This contract may be terminated if the student: (a) consistently fails to complete weekly assignments or (b) misses three instructor/student meetings without an attempt to make up the time or assignments.

We have read the above contract and agree to the conditions as stated.

Student's Signature _____ Date _____ Supervising Teacher's Signature _____ Date _____

Parent/Guardian's Signature _____ Date _____ Other Assisting Person's Signature _____ Date _____

Certification:

Units Attempted _____ Grade _____

Units Granted _____ Date Credit Recorded _____

Supervising Teacher's Signature _____ Registrar's Initials _____

Independent Study Contract

(page two)

Discipline Reproducible 6.34

 Course Title and Number Literature-Composition C #301

 Text American Literature — McDougal Littell & Co.
Assignments:

1. Read the unit introduction.
2. Read everything in each unit, including works and bibliographical information.
3. Answer in complete sentences all questions at the end of each work.
4. Work through textbook pages 947-976. Section is entitled "Handbook: How to Write About Literature." Complete all assignments highlighted in blue.
5. In addition, select one novel from the attached list, read it, and write an essay on a topic you determine with the teacher.

Progress:

Pages	Assignments Accepted	Tests Passed (Score)
<u>386-470</u>	_____	_____
<u>471-563</u>	_____	_____
<u>564-602</u>	_____	_____
<u>603-637</u>	_____	_____

Novel Selected _____

Essay Completed _____

Oral and/or Written Exam _____

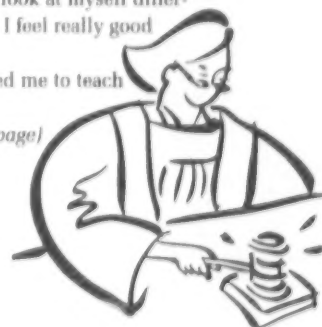
Sample Exit Essay

I first learned of the Independent Learning Center (ILC) while attending school at the Teen Parent Center. I was in my senior year and needed more credits than I could earn there. So I took some extra classes at the ILC at the same time. I was enrolled at the Independent Learning Center for a little over a year, and then I graduated.

Some classes I really enjoyed taking were "Working Today and Tomorrow" and "Foods." These courses helped me realize what direction I wanted to go in when I moved on to achieve a higher level of education. My favorite course at the ILC was "Personal Development." This was a very interesting and time-consuming course that made me do a lot of thinking about myself and the way I act. I honestly believe that I finished that course a better person. My self-esteem is much higher because I look at myself differently. I am able to think before I act, look at both sides of a situation, and stay calm. I feel really good because of this.

I enjoyed going to school at the Independent Learning Center because it challenged me to teach myself the courses I took. At a traditional school, I wouldn't have had that chance.

(Continued on next page)



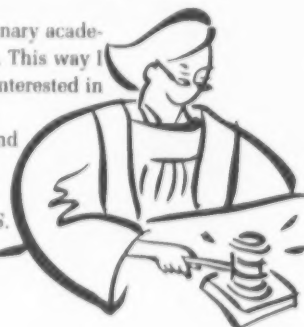
Sample Exit Essay (Continued)

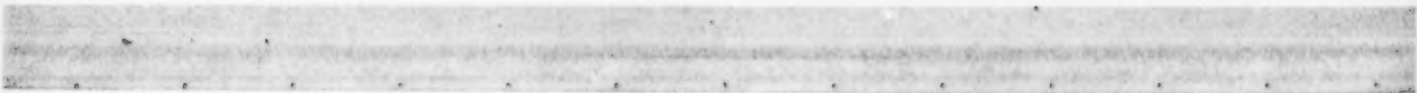
The teachers at this school are really wonderful people. The first one I met was Sandi, and I liked her instantly. While there were times that she scared me a little, there were also times that she made me feel good about myself by telling me how smart I was. Then I met Amy, who was a substitute at the ILC. She was really nice to me, and I don't believe I've ever seen her without a smile on her face. Next, I met Carol. She was very easy to talk to and was very understanding with me. When I started attending the Independent Learning Center full time, I met Lance. I enjoyed talking to him, and I think he is a great teacher who is very smart. Then there was Vicki. She is the secretary at ILC. I felt that she was a very nice person, and she was always cheerful. This school is full of terrific, encouraging teachers, and I think they're all wonderful people.

I would like to talk about my future plans now. I have decided to attend a culinary academy and then take some business and nutrition courses at Sacramento City College. This way I will be qualified for anything from catering to restaurant management. I am very interested in foods and cooking, and I feel like this would be a very rewarding field to get into.

I want to thank everyone at the Independent Learning Center for being there and being so nice to me.

Layla S.
1-12-93





Reader Reflections



Insights: _____

Actions for Our School (District) to Consider: _____

Discipline Resources

Educators are always seeking new and creative methods to encourage positive student behavior while curtailing classroom disorder. Whether you're looking for the latest books on classroom courts or an online resource that allows you to trade ideas with other teachers, this updated discipline resources list can help.

Books

- Barth, R. 1990. *Improving Schools from Within*. San Francisco, CA: Jossey-Bass.
- Benninga, J.S. 1991. *Moral, Character, and Civic Education in the Elementary School*. New York, NY: Teachers College Press.
- Bodine, R.J., and D.K. Crawford. 1998. *The Handbook of Conflict Resolution Education: A Guide to Building Quality Programs in Schools*. San Francisco, CA: Jossey-Bass.
- Bonstingl, J.J. 1993. *Schools of Quality: An Introduction to Total Quality Management in Education*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Byrnes, M.A., and R.A. Cornesky. 1992. *The Quality Teacher: Implementing Total Quality Management in the Classroom*. Port Orange, FL: Cornesky and Associates Press.
- Cangelosi, J.S. 1990. *Cooperation in the Classroom: Students and Teachers Together*. Washington, DC: National Education Association.
- Canter, L., and M. Canter. 1997. *Assertive Discipline: Positive Behavior Management for Today's Classroom*. Seal Beach, CA: Canter and Associates.
- Casanova, V., D.C. Berliner, and P. Placier. 1990. *Classroom Management. Readings in Educational Research Series*. Washington, DC: National Education Association.
- Elias, M.J., and S.E. Tobias. 1990. *Problem Solving/Decision Making for Social and Academic Success*. Washington, DC: National Education Association.
- Froschi, M., B. Sprung, and N. Mullin-Rindler. 1998. *Quit It! A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3*. Wellesley, MA: Educational Equity Concepts.
- Gabor, A. 1990. *The Man Who Discovered Quality*. New York, NY: Times Books.
- Galvin, J.C., and D.R. Veerman. 1991. *Harmony*. Burbank, CA: Motivational Media Assemblies.
- Glasser, W. 1992. *The Quality School: Managing Students Without Coercion*. New York, NY: HarperPerennial.
- Hangreaves, D., and D. Hopkins. 1991. *The Empowered School*. London: Cassell.
- Harmin, M. 1995. *Inspiring Discipline: A Practical Guide for Today's Schools*. Washington, DC: National Education Association.
- Johnson, D.W., and R.T. Johnson. 1991. *Teaching Students to be Peacemakers*. Edina, MN: Interaction Books.

Kosier, K. 1998. *The Discipline Checklist: Advice from 60 Successful Elementary Teachers*. Washington, DC: National Education Association.

Lyman, L., H.F. Foyle, and T.S. Azwell. 1993. *Cooperative Learning in the Elementary Classroom*. Washington, DC: National Education Association.

Malm, K. 1992. *Behavior Management in K-6 Classrooms*. Washington, DC: National Education Association.

Purkey, W.W., and P.H. Stanley. 1991. *Invitational Teaching, Learning, and Living*. Washington, DC: National Education Association.

Redenbach, S. 1991. *Self-Esteem: The Necessary Ingredient for Success*. Davis, CA: Esteem Seminar Programs and Publications.

Stein, N., and L. Sjostrom. 1996. *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*. Washington, DC: National Education Association.

Scarlett, G.W. 1997. *Trouble in the Classroom*. San Francisco, CA: Jossey-Bass.

Schell, L. M., and P. Burden. 1992. *Countdown to the First Day of School*. Washington, DC: National Education Association.

Schrumpf, S., D. K. Crawford, and H.C. Usadel. 1991. *Peer Mediation: Conflict Resolution in Schools*. Champaign, IL: Research Press.

Schwartz, S., and M. Pollishuke. 1991. *Creating the Child-Centered Classroom*. Canada: Richard C. Owen Publishers.

Senge, P.M. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York, NY: Doubleday.

Sullo, R. A. 1997. *Inspiring Quality in Your School: From Theory to Practice*. Washington, DC: National Education Association.

Swick, K.J. 1991. *Discipline: Toward Positive Student Behavior*. Washington, DC: National Education Association.

Audiotapes

Redenbach, S. 1992. *Self-Esteem: The Necessary Ingredient for Success*. Davis, CA: Esteem Seminar Programs and Publications.

Videos

Effective Discipline Strategies. VHS, 1993. Teacher TV episode 29. Washington, DC: NEA Professional Library Video.

The Interactive Classroom: Cooperative Learning. VHS, 1993. Washington, DC: NEA Professional Library Video.

The Peer Mediation Video: Conflict Resolution in Schools. VHS, 1991. Champaign, IL: Research Press.

Programs & Curriculum

Peer Mediation Program Guide. 1996. Champaign, IL: Research Press.

First Step to Success. 1997. Longmont, CO: Sopris West.
Second Step. 1997. Seattle, WA: Committee for Children.

Web Sites*

The National Education Association presents the "Works4Me Tips Library," an archive of practical advice submitted by instructional staff. Go to www.nea.org/helpfrom/growing/works4me/manage/

To easily retrieve online articles and view discipline-related links, visit www.proteacher.com/030002.shtml

One-click access to numerous classroom management Web sites is available at www.cloudnet.com/~edrbsass/edman.htm

Parents and teachers alike can find products, workshops, links, and research articles on behavior issues at www.positivediscipline.com

If you're interested in practical classroom management and discipline resources, check out the Teacher Inservice and Training Educational Network home page, located at www.titenet.net

Advice for teachers by teachers is available on this discipline chatboard www.teachers.net/mentors/classroom_management/

Looking for information on discipline at the secondary level? Visit <http://7-12educators.miningco.com/education/7-12educators/msub49.htm>

Additional articles on classroom management and several links to discipline Web sites can be found at www.suite101.com/welcome.cfm/classroom_discipline

The "Honor Level System" home page is located at http://members.aol.com/churchward/hls/HLS_INTRO.HTML

The full text of the Educational Testing Service's 1999 article, *Order in the Classroom: Violence, Discipline, and Student Achievement*, is available online at www.ets.org/research/textonly/pic/orderclass.oictoc.html

* All Web resources listed are current as this book goes to print. The NEA does not assume responsibility for changed or cancelled sites.

Safe Schools Resources

School violence creates an intimidating and threatening atmosphere that impedes both teaching and learning. Students need safe, orderly classrooms to achieve their full potential and teachers, parents, and community members must have access to the tools necessary to prevent violence in our schools. The following resources offer practical information on averting and coping with violence and will help your school or district take the first step in the right direction.

Books

Cohen, J.J., and M.C. Fish. 1993. *Handbook of School-Based Interventions*. San Francisco, CA: Jossey-Bass.

Comer, J.P. 1998. *Model of the School Development Program Success*. New Haven, CT: Yale Child Safety Program.

Elliot, D.S., B.A. Hamburg, and K.R. Williams. 1998. *Violence in American Schools: A New Perspective*. New York, NY: Cambridge UP.

Garbarino, J., et al. 1998. *Children in Danger: Coping With the Consequences of Community Violence*. San Francisco, CA: Jossey-Bass.

Garbarino, J. 2000. *Raising Children in a Socially Toxic Environment*. San Francisco, CA: Jossey-Bass.

Hersch, P. 1999. *A Tribe Apart: A Journey into the Heart of American Adolescence*. New York, NY: Random House.

Videos

Struggle for Safety. VHS, 1996. School Stores. Washington, DC: NEA Professional Library Video.

When Society's Problems Walk through the Door. VHS, 1993. Teacher TV episode 23. Washington, DC: NEA Professional Library Video.

Additionally, the National Education Association proudly presents the research-based programming of the NEA Safe Schools Now Network on video. These productions aim at increasing informed dialogue on safety issues, fostering the creation of community collaborations, and motivating active community participation in building safer schools. Be sure to watch for future broadcasts and forthcoming videos in addition to the programs listed below.

Reasons for Hope. VHS, 2000. Safe Schools Network broadcast #1. Washington, DC: NEA Professional Library Video.

Building a Safe and Responsive School Climate. VHS, 2000. Safe Schools Network broadcast #2. Washington, DC: NEA Professional Library Video.

Early Signals of Distress. VHS, 2000. Safe Schools Network broadcast #3. Washington, DC: NEA Professional Library Video.

Forging Community Alliances. VHS, 2000. Safe Schools Network broadcast #4. Washington, DC: NEA Professional Library Video.

Programs and Curriculum

Being Prepared: Crisis Communications Guide and Toolkit. 2000. Washington, DC: National Education Association.

I Can Problem Solve. 1992. Champaign, IL: Research Press.

Positive Adolescent Choices Training. 1995. Champaign, IL: Research Press.

Web Sites*

To find community news updates, information on after-school youth programs, resources, and research, browse the Hands Without Guns home page at www.handswithoutguns.org

The National Resource Center for Safe Schools presents a well-organized and comprehensive site, complete with suggested readings, links to other pages, databases, and a calendar of events. Access at www.safetyzone.org

The National Parents and Teachers Association Web site highlights many issues relevant to children's issues, including discipline and safety. Visit their page at www.pta.org

Mothers Against Violence in America is a "non-profit, non-partisan" organization dedicated to reducing violence through preventative education. View their site at www.mavia.org

The National Association of Secondary School Principles

offers a highly functional educative site. To access their resources on school safety, visit www.nassp.org/school-safety/index.html

Keeping Schools Safe is a project of the National Association of Attorneys General, in conjunction with the National School Boards Association. The site is searchable and offers E-mail updates to teachers and parents at www.nea.org/issues/safescho

Organizations

American Federation of Teachers
Human Rights and Community Relations
555 New Jersey Ave, NW
Washington, DC 20001

The AFT offers a Drug Information Guide; a discipline pamphlet, *Setting the Standards for High Standards: Elements of Effective School Discipline*; and a *School Discipline Resource Manual*—all for minimal cost and available in bulk.

Hands Without Guns
1000 16th St., NW
Suite 603
Washington, DC 20036

Workshop guides from the Hands Without Guns organization include: HWG Initial Workshop Guideline, HWG Follow-Up Workshop Guideline, HWG Youth Media Project Guideline, and HWG Adult Workshop Guideline. HWG also offers HWG Workshop Icebreakers, HWB Events Planning Guide, and HWG Workshop Introduction Exercises. A tip sheet is also available. All materials are free.

National Association of Secondary School Principals
1904 Association Dr.

Reston, VA 222091-9909

The NASSP sells *Safe Schools: A Handbook for Practitioners*.

National Association of School Nurses

P.O. Box 1300

Scarborough, ME 04070

The NASN joins with the National Crime Prevention Council to present the booklet, *Making Children, Families, and Communities Safe from Violence*. A school supplement, *Stopping School Violence*, is also available. Both are free. One copy per person.

National Association of School Psychologists

4340 East West Hwy

Suite 402

Bethesda, MD 20817

The NASP freely offers their newspaper *Communiqué* eight times a year, in addition to the book *Exemplary Mental Health Programs*. Free booklets are titled: *Teaching Tolerance*, *Behavioral Interventions*, and *Early Warning/Timely Response: A Guide to Safe Schools*. They also provide a free fact sheet: *NASP Position Statements*. You can also order the 600-page book *Helping Children at Home and School* for minimal cost.

National Education Association

Human and Civil Rights Department

1201 16th St., NW

Washington, DC 20036

The NEA offers many resources on school safety, including these informative manuals: *Safe Schools Manual—A*

Resource on Making Schools, Communities, and Families Safe for Children; *Youth Gangs—Findings and Solutions for Schools, Communities, and Families*; and *Hate Motivated Crime and Violence—Information for Schools, Communities, and Families*. Action sheets are also provided: *Safe Schools*; *School Violence: Perceptions and Solutions*; and *Television Violence*, as well as *Child Abuse and Neglect*. Don't forget to visit the *Safe Schools Issue Page* on the Web at www.nea.org/issues/safeschool. All materials are free.

National PTA

1090 Vermont Ave., NW

Suite 1200

Washington, DC 20005

The PTA offers a free prevention kit entitled: *Kids Need a Future, Not Funerals*.

National Youth Advocacy Coalition

1711 Connecticut Ave., NW

Suite 206

Washington, DC 20009

Through the NYAC, the *Education Information Packet* is available, as are *Safe Schools Reports*, *Safe School stickers*, and *Safe School posters*. All are available for minimal cost, with membership discounts.

* All Web resources listed are current as this book goes to print. The NEA does not assume responsibility for changed or cancelled sites.

Personal Resources

Individuals:

Publications:



Glossary

Assertive Discipline

A disciplinary system based on externally imposed rewards and punishments.

Behavior

The manner of conducting oneself; what one "does."

Behavior Management

A system of rules, sanctions, and rewards that encourage students to exhibit specific behavior and/or accomplish required tasks.

Behavior Modification

Teaching procedure designed to improve behavior.

Classroom Management

Used to be synonymous with *discipline*. The term now includes everything teachers must manipulate in order to produce successful student involvement and cooperation. This includes room arrangement, curriculum, instructional techniques, and classroom rules and expectations.

Conflict Resolution

Teaching students constructive ways to solve conflicts such as training them in ways to mediate and negotiate disputes and developing a school climate that fosters collaborative problem solving.

Developmental Discipline

A discipline system that students themselves participate in creating and monitoring. Emphasizes student understanding of the general principles behind rules, student autonomy, and student input in rule setting and decision making.

Discipline

A process whereby individuals, in interaction with their environment, acquire a behavior syndrome that guides their actions.

Extrinsic Motivation

Emphasizes the value an individual places on the ends of an action. In extrinsic motivation, the goal rather than the doing is the reason for performing the behavior.

Integrated Discipline

A system of discipline that integrates behavior rules and expectations into the daily learning environment.

Intrinsic Motivation

Refers to the pleasure or value associated with an activity itself. In intrinsic motivation, the "doing" is considered the primary reason for the performance of the behavior.

Motivation

Describes those processes that can: (1) arouse and instigate behavior, (b) give direction or purpose to behavior, and (3) lead to choosing or preferring a particular behavior.

Peer Mediation Program

Program in which a group of students are specially trained to help their schoolmates resolve disputes. Peer mediators do not impose solutions; rather, they help the "disputants" work out their own solution to the conflict. Usually, mediators work alone or in pairs.

Prosocial

Promoting individual and group well-being.

Punishment

Any event following a behavior that decreases the occurrence of the behavior in the future.

Quality Time

Classroom time in which all students are engaged in learning something new and meaningful, and doing so in a manner that keeps them interested in and involved with the learning task.

Reinforcement

Any event following a behavior that increases the occurrence of the behavior in the future.

Self-Esteem

Confidence and satisfaction in oneself.

Support Group

A group of persons that provides emotional support and problem-solving advice to one another.

Total Quality Management (TQM)

A process of improving the quality of organizational activities by changing systems rather than changing people.

Discipline is teaching and learning; it is not punishment.

Sylvester Kohut, Jr.

Dale G. Range

*Authors of Classroom Discipline:
Case Studies and Viewpoints*



About NEA Teacher-to-Teacher Books

The innovative books listed below are written by teachers. Inside each book you will find several candid stories of how teachers across the country are tackling specific school reform challenges. They take you step-by-step through a description of what did and did not work. In addition, important ideas and helpful shortcuts are presented in reproducible, user-friendly diagrams, checklists, and tables. **NEA Teacher-to-Teacher Books** are not only designed to promote team building and to enhance collegial leadership, but also to give all K-12 teachers ideas and strategies for improving student learning.

Best of Teacher to Teacher: The Ultimate Beginner's Guide. 120 pp.

2000 (2917-8-00-3T)

Beyond Textbooks: Hands-On Learning. 96pp. 1995. (2906-2-00-3T)

Building Parent Partnerships. 96pp. 1996. (2911-9-00-3T)

How To Get Grants and Free Stuff. 96pp. 1998. (2914-3-00-3T)

Integrated Thematic Teaching. 96pp. 1996. (2909-7-00-3T)

Multi-Age Classrooms. 96pp. 1995. (2907-0-00-3T)

Multiple Intelligences. 96pp. 1996. (2910-0-00-3T)

Peer Support: Teachers Mentoring Teachers. 96pp. 1998. (2913-5-00-3T)

School-Based Change. 96pp. 1994. (2905-4-00-3T)

Student Portfolios. 96pp. 1993. (2901-1-00-3T)

Teaching with Technology. 96pp. 1999. (2915-1-00-3T)

Technology For Diverse Learners. 96pp. 1997. (2908-9-00-3T)

Time Strategies. 96pp. 1994. (2902-X-00-3T)

Toward Inclusive Classrooms. 96pp. 1994. (2903-8-00-3T)

NEA Professional Library

1201 Sixteenth Street N.W.

Washington DC 20036

1-800-229-4200

www.nea.org/books

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